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UNITED STATES BUREAU OF EDUCATION

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THE EXTENSION OF PUBLIC EDUCATION

A STUDY IN THE WIDER USE OF SCHOOL BUILDINGS

By CLARENCE ARTHUR PERRY

RUSSELL SAGE FOUNDATION

DEPARTMENT OF THE INTERIOR

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CONTENTS.

Page.

Letter of transmittal 5

What it is that is being extended 7

The extent of the extension movement 11

Table 1.—Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914 13

The magnitude of local undertakings 29

Table 2.—Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914. 31

Table 3.—Rooms used per evening in 11 cities during February, March, and April, 1914 41

Table 4.—Number and character of evening occasions (other than regular night-school classes) in selected schools of 45 cities during March, 1914 43

Lines of activity compared as to volume 46

Extension activities before 6 p. m 51

Letting regulations 52

Types of school extension administration 56

Cooperation in control and support through neighborhood organization 58

Adaptation of buildings for extended use 60

Conclusion 61

Appendix 65

LIST OF ILLUSTRATIONS.

Page.

PLATE 1. *A*, An east Boston musical club; *B*, The drum corps satisfies a strong instinct.......... 8

2. *A*, A girls' dramatic club presenting "Tom Pinch"; *B*, Novelty sewing and Irish crochet club.......... 8

3. *A*, A folk-dancing club in the Roxbury High School assembly room; *B*, A good times club in east Boston 8

4. *A*, A basketry club at home in a school corridor; *B*, Choral class in Louisville.......... 8

5. *A*, The Louisville housekeepers' conference celebrating; *B*, An unused schoolroom which became an attractive library station.... . 48

6. *A*, Social center groups holding a play festival; *B*, A little mothers' club learning the mysteries of baby's bath.......... 48

7. *A*, A Milwaukee pool room that is not attached to a saloon; *B*, An Italian band that was helped by the privilege of practicing in a classroom.......... 48

8. *A*, Dancing among friends at one of the New York recreation centers; *B*, Physical culture without fees.......... 48

9. *A*, Preparing the school work in a studious environment; *B*, A checkers tournament.......... 56

10. *A*, Balloting for the officers of a New York community center organization; *B*, A neighborhood commission which governs the center at P. S. 41, Manhattan, New York City.......... 56

11. *A*, A Hungarian dance in a "Pageant of All Nations"; *B*, The mothers of a neighborhood getting together.......... 56

FIGURE 1. Regularity of extension activities.......... 42

2. Lines of activity compared as to number of persons benefited 48

LETTER OF TRANSMITTAL.

Department of the Interior,
Bureau of Education,
Washington, June 4, 1915.

Sir: Until within the last few years public schoolhouses in American cities and towns were open only for the regular school work and for children of legal school age. For this purpose they were open only from 5 to 7 hours a day for from 150 to 190 days in the year, a total of not more than 1,400 hours a year, and were closed to all use through the remainder of the 8,760 hours of the year. Public school funds were used only for the regular school work. Only occasionally evening classes for older boys and girls and for men and women were found, and sometimes schoolrooms were used for public debates and for meetings of literary societies composed chiefly of older boys and girls of the school. Except for the very few who went to college, education was supposed to stop with childhood and the total or partial completion of the prescribed work of the elementary schools, or, at most, with the years of early adolescence and the work of the high school. The public schools had no further concern for them. But since the beginning of the present century there has been a growing interest in public school extension and for a fuller use of the public school plant. In most cities and large towns schoolhouses are now used for night schools, both for older boys and girls and for adults, for meetings of civic societies, for entertainments, for meetings of parent-teacher associations, and other similar educative purposes, and it is not uncommon for public school funds to be used directly or indirectly for the promotion of these larger and less organized forms of education. To meet the demand for some intelligent account of the nature and progress of this movement for the extension of public education and the wider use of school buildings, I recommend that the manuscript transmitted herewith be published as a bulletin of the Bureau of Education. It was prepared at my request by Mr. Clarence Arthur Perry, of the Russell Sage Foundation, through the cooperation of that Foundation and this Bureau.

Respectfully submitted.

P. P. Claxton,
Commissioner.

The Secretary of the Interior.

THE EXTENSION OF PUBLIC EDUCATION.

WHAT IT IS THAT IS BEING EXTENDED.

During the fall of 1912 a bitter political contest was waged in Jersey City. The decisive rally, tense and surcharged with partisan feeling, at which public sentiment was finally captured by one of the striving factions, was held in the city high school. Having in mind the violent possibilities natural to a political mass meeting, the education authorities took precautions. Through the newspapers the public was instructed regarding the hour of opening the doors and the particular entrances to be used in entering and leaving the building, and it was informed of the ban upon smoking. Citizens were also requested to cooperate with the police in maintaining order in and around the school premises. The orderliness that resulted was remarkable, considering the occasion. The audience, which included many ladies, showed no disposition to smoke during the proceedings, and only a few had to be cautioned about it at the doors. "In fact," reported Supt. of Schools Henry Snyder, "the prevalent good order was the cause for much favorable comment." Thus the matter of talking over the affairs of government and of selecting public servants, a business that is often transacted amidst sordid surroundings and but feebly participated in by large and important elements of the population, was dignified and made more widely representative through coming under the shelter of the public-school system. In this incident we see an illustration of a community activity being modified by public school control.

There is a tendency to overlook the precise nature of the process known as public education. It is a common habit to think of the activities which go on in the classroom as in some essential way different from those which go on in the parlor, the office, and the shop. The imposing and intricate machinery of modern education makes it easy to lose sight of the fact that nothing is done within the school that is not done outside of the school. Children learned to understand graphic signs and to count things by means of symbols long before schools existed. In the tribal period, history and poetry were imparted to the young through the camp-fire recitals of the elders. To-day boys and girls begin to pick up the three R's and to acquire something of local geography before they enter a classroom. Many boys use saws and hammers before they get into the manual training shop, and most girls do something with dishes before they enter the domestic science room. With everybody, learning begins before the school days and continues after they have passed, and even during them it goes on outside of the classroom as much perhaps as within it.

The distinctive work of the school is to make certain common activities go better than they ordinarily do apart from it. Essentially, it is an improving, elevating, ameliorative function that the school has always attempted to perform, and must from its very nature always strive to perform in the future. It may not always enrich the character of the activity it takes over, but it always insists upon its conformity to a certain manner. Its efficacy in imposing upon human conduct a desired mold was first appreciated, naturally enough, by the church, an institution which has supported it from the earliest times and by which it will probably always be regarded as a necessary instrument. With the development of democracy and the increasing participation of the common people in the affairs of government, concern was felt as to the wisdom and intelligence which the masses would display in the exercise of suffrage. This anxiety arose from the belief that the intellectual training of the rising generation, which was then being given largely in the home, and only to a limited degree by the church and private agencies, was not sufficiently even, systematic, and efficient to insure the adequate education of all the future citizens. Education was indeed going on in one way or another everywhere, but it was not uniformly good enough. And so the public school was instituted to better generally the rudimentary instruction then in existence.

Bettering, in the sense intended here, does not mean that the public school, upon assuming the burden of teaching the three R's, immediately improved the quality of that process as carried on in exceptionally favored homes or private schools. What is meant is that, through the transfer, in the main, of this instruction from careless, untutored, and unsystematic parents to persons specially prepared for and devoting regular periods to teaching, the learning of the three R's was greatly facilitated for the multitudes of boys and girls who had hitherto enjoyed no particular educational advantages. By improving the instruction of a large part of the children, the public school bettered the *bulk* of the elementary instruction for all. Other activities which have been unevenly and inadequately performed by the home are being continually taken over by the public school with the same kind of ameliorative result.

Let us take one other example. Parents, as a rule, have always cared in some way for the bodies of their children. Their solicitude may have resulted in little more than trimming the hair or providing clothes; it may have taken the absurd Chinese form of binding the feet, but it has seldom been absent altogether. On the other hand, few fathers, even to-day, have in practice attained to the height of their obligation in this matter; that is to say, few parents are sys-

A. AN EAST BOSTON MUSICAL CLUB.

The privilege of belonging to a mandolin club need not be limited to college students.

B. THE DRUM CORPS SATISFIES A STRONG INSTINCT.

A. A GIRLS' DRAMATIC CLUB PRESENTING "TOM PINCH."

B. NOVELTY SEWING AND IRISH CROCHET CLUB—BOSTON EVENING CENTERS.

A. A FOLK-DANCING CLUB IN THE ROXBURY HIGH SCHOOL ASSEMBLY ROOM.

BOSTON MASS.

B. A GOOD-TIMES CLUB IN EAST BOSTON.

A. A BASKETRY CLUB AT HOME IN A SCHOOL CORRIDOR.

B. CHORAL CLASS IN LOUISVILLE.

These boys were "problems" at the center until music was tried.

tematically having their growing sons and daughters professionally examined for bodily imperfections, defects of the teeth, the throat, and the sense organs, thus making possible the initiation of corrective measures while they are still feasible. By making medical inspection a school duty, the discharge of this family obligation is being raised to a higher level of thoroughness and efficiency; for the mass of the children the performance of this function is being vastly improved through its assumption by the public school. **To take a common but vital human activity that may be well performed by the few, but is carried on imperfectly by the many, and lift it universally to a higher plane—this is the essential function of public education.**

Since public education introduces no new activities, but deals always and only with those which are common to the life outside of the school, the improvements it effects are necessarily improvements in *manner*. Its achievement is that the activity it takes over goes on in a better, more uniform way than it ordinarily does when left to itself. In other words, public education always changes human conduct, and if it were not for the fact that we are accustomed to associate *moral* with deliberate wrong-doing and not with careless or unenlightened actions, it would be the right name to give to the specific work of the public school. That a close kinship exists between morality and the essential nature of public education is obvious. This relationship is interestingly unveiled when we go back of the earliest beginnings of public education and penetrate the considerations which drove our forefathers to take the first concrete steps toward the establishment of free schools. Their mental workings are clearly revealed in an old Boston school law of 1642, wherein it is set forth that selectmen are required to "have a vigilant eye over their brethren and neighbors; to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach their children and apprentices so much learning as may enable them perfectly to read the English tongue and obtain a knowledge of the capital laws." Motives of a more palpably moral character it would be difficult to discover behind any other undertaking that was not connected with the church.

If further evidence were needed to substantiate the claim that this improving function constitutes the essence and core of public education, the permanency of this characteristic would afford it. In the early days the public school was exclusively devoted to the intellectual and the academic. Now the handling of the saw and the toothbrush drill are taking their places alongside of parsing and ciphering. Once society felt an educational duty toward children only; now through its State and city colleges it is taking in adults. No matter, however, what changes occur in the field or range of public education, its bettering, uplifting character persists unchanged.

At bottom self-preservation was the motive that brought the public school into existence, and it has now served that purpose so long that it is inconceivable that society would ever allow it to be used for destructive purposes. Furthermore, through being forced to combine their means in the employment of skilled persons to teach their children the three R's, people have learned that they can use the same method in obtaining for their offspring and for themselves opportunities for self-realization and happiness which individually they could not afford. So that not only the circumstances of the public school's origin, but society's innermost, selfish interests, bind it to the continuance, throughout all future time, of its present distinctive function.

The teaching staff and other machinery of the school being thus unalterably dedicated to a betterment service it follows that society will not permit the buildings which were erected solely for the same purpose to be put to any sort of contrary or deteriorating use. In the public mind the schoolhouse is so closely associated with wholesomeness that an antisocial event happening in it, either during or after the regular classes, is immediately resented. If it occurs in the schoolhouse, it is a public matter; if it does not come up to local standards of propriety, criticism is certain and prompt.

The statistics about to be presented show that new and varied activities have come within the environment and under the control of public education. Viewed as figures, or as so many congregations of human beings, they have little meaning. When regarded as evidence of an increase in the range and power of the most effective instrumentality for the improvement of mankind that society has ever contrived, they have an enormous significance. Do they show that lectures are held in the schools? It means that new canals have been dug to facilitate commerce in the world's stores of knowledge. Do they reveal parent-teacher gatherings in classrooms? Society is getting team-work between the home and the school. Political rallies and voting? The seat of democracy is being transferred from the back hall and the barber shop to more suitable quarters. The games of boys and girls? Childhood is beginning to receive intelligent consideration. Youths and maidens consorting in school halls and gymnasiums? Instincts of racial importance are being cherished instead of exploited. In general, it may be said that the figures to follow roughly profile a vast ground swell of social effort; they measure the sweep of a deliberate, cooperative reaching-out for a finer and richer human life.

The two corollaries of school extension need no further amplification:

(1) Every work of improvement accomplished through the public school is educational.

(2) The activities now embraced under public education may be added to or replaced by new ones, but no such change can alter its essential nature, which is improvement.

THE EXTENT OF THE EXTENSION MOVEMENT.

It is a matter of common observation that school properties throughout the country are being increasingly used outside of the regular class hours, but how many cities are thus utilizing their schools, how many schools in each of these cities have the wider use, how continuous it is and what it consists of in these various schools—upon these points no accurate information has been available. To assemble such information as could be obtained upon these points was the object of this inquiry. The difficulties of the task were two-fold: (*a*) A vast number of miscellaneous after-school occasions take place of which no systematic records are kept, and (*b*) in cities where the after-class use has been more or less systematized the records of one system are not comparable with those of any other. While these obstacles have not been entirely overcome, it has been possible nevertheless to bring together certain data which do increase our knowledge of the extent of "wider use."

The Bureau of Education annually puts certain questions to the public school officials of the country. Upon the city schools questionnaire devoted to "Statistics other than fiscal (Part I)" appears the inquiry (No. 18), "Name any special activities connected with the school system, as lectures, playgrounds, social centers, etc." The answers made to that question for the school year ending in June, 1914, have been tabulated by the Statistical Division of the Bureau of Education and are set forth in Table 1. A preliminary examination of the table in the light of information regarding local extension activities already at hand in the correspondence of the bureau and the files of the department of recreation of the Russell Sage Foundation showed that many cities which could have answered question 18 affirmatively had failed to do so at all. Since the information on hand consisted of written or printed reports from the local school authorities themselves, it was felt that, in the interest of greater completeness, it would be justifiable to attempt to answer, as far as the facts known to us permitted, for the cities which had not answered for themselves. This was accordingly done, and the cities for which replies have been gratuitously furnished are shown in the table. While the interpolated answer may not disclose all of the city's extension work, it is authentic as far as it goes. But the cities for which this had to be done are so numerous (they number 86, or about 14 per cent of all in the table) as to arouse the suspicion that other municipalities, not represented in our supplementary reports, and yet actually engaged in extension activities, are omitted from the list through failure to answer this inquiry. The omission of a city, therefore, is not good evidence that that city is not doing any extension work, and, however widespread the table may show the after-class activities to be, it must always be regarded as an understatement of the actual facts.

It will be observed that all of the States, including the District of Columbia, are represented in the table except Delaware. In no one section of the country is school extension strikingly more prevalent than it is in other parts. In its superficial aspects at least the movement seems to have spread evenly over the whole country. The infinite variety of its manifestations is indicated by the variations in the replies in the several columns and particularly by the fullness of the references to miscellaneous activities. The total number of entries under the several heads are as follows:

Summary of cities and activities reported in Table 1.

	Cities.
Total number of cities reporting	603
Cities reporting—	
Playgrounds	345
Miscellaneous activities	294
Lectures	289
Parent-teacher associations	207
Social centers	129
Vacation schools	39

As a country-wide inventory of these activities this statement suffers from sources of incompleteness mentioned above and also from the fact that only three of the items (lectures, playgrounds, and social centers) were named in the circulated question. Many superintendents doubtless were not accustomed to think of their parent-teacher associations and vacation schools as "special activities" of their systems and consequently did not report them.

"Social center" is generally understood to indicate a rather elaborate and intensive after-school development, but the replies of the school officials show that the term is actually applied to undertakings differing greatly as to amount and character of work. One city, for example, reported social centers when it appeared from other information furnished that during one month the extension activities comprised only one lecture, and during a later month only three meetings of an adult society. Another city reported social centers when, according to its own statement, its school extension work other than the regular night school was all carried on in a high school which is open evenings on an average of about four times a month. Other instances of undertakings similarly slight and sporadic bearing this dignified label could also be cited. Until, therefore, the enterprises going by this name have become more definitely standardized, it will not be very useful as an index to the character or amount of activity in a particular school extension development.

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914.*

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Alabama:						
Birmingham	Yes			Yes		School improvement association.
Dothan	Lyceum course		Yes			
Huntsville	Yes					
Selma	Health series					School improvement association; public use of high school.
Troy [1]	Yes					Entertainments, etc.
Arizona:						
Bisbee	Yes			7		Fortnightly social and recreational programs.
Douglas	Redpath Lyceum					
Prescott	University extension	Yes		Yes		
Arkansas:						
Fort Smith				7		Gymnasium and swimming pool open to public.
Helena	Yes	Yes				
Jonesboro						Pupils' civic league.
Little Rock		Yes		Yes		
Paragould	Lyceum courses					
California:						
Alhambra				Yes		Auditorium and gymnasium used by public.
Berkeley	Yes	Yes				Polling places.
Eureka			7			
Fresno		Yes		Yes		Night school.
Long Beach			Yes			Polling places.
Los Angeles	Yes	Several		Yes		Polling places; naturalization courses.
Marysville				Yes		
Oakland	Biweekly		Yes			Public meetings; school orchestras.
Ontario [1]				Yes		Meetings of clubs, etc.
Pasadena	Yes		Yes			Public athletic league; public meetings.
Pomona	Yes		Yes	Yes		Night school; meetings.
Sacramento				Yes		Polling places.
San Francisco	Yes	1 or 2	Mothers' clubs	4; playground commission.		Polling places.
Santa Ana [1]			Yes			
Santa Barbara	Yes		Yes			Political study club.
Santa Cruz			7	Yes		
Santa Rosa	Yes	1		Yes		
Stockton	Yes			Yes		Meetings and socials.

[1] Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Colorado:						
Boulder [1]	Yes				Yes	
Canon City				Yes		
Cripple Creek	Yes		Yes	Yes		
Denver			Yes	Yes		Polling places; dental clinic.
Grand Junction				Supervised		
Pueblo, District No. 1						Adult gymnasium classes; meetings; motion pictures.
Connecticut:						
Bristol	Yes			Yes		Night school.
Greenwich				Yes		
Meriden	Yes		Yes	Yes	Yes	
Middletown	Yes				Yes	Night school.
Naugatuk				Yes		
New Britain	Yes	Yes	Yes	Yes		
New Haven	Yes			Yes	Yes	
New London	Yes			Yes		Concerts.
New Milford				Unsupervised		Meetings; social and recreational use of high school.
Plymouth				Tennis court		Basket ball.
Southington				Yes		
Stamford				Not under board		
Wallingford			Yes	Yes		
District of Columbia:						
Washington [1]			H. and S. Association		Yes	
Florida:						
Tampa			Mothers' clubs			Club meetings.
Georgia:						
Americus			Yes			Meetings; entertainments.
Athens	Yes		Yes			Night school, with game and reading rooms.
Atlanta	Occasional		Yes	Vacation		Community meetings.
Bainbridge [1]	Yes		Yes	Yes		Meetings and socials..
Columbus	Yes		Yes			School clubs; receptions.
Dublin				Yes		
Elberton				Yes		Girls' canning and sewing clubs.
Marietta	Yes					
Valdosta	On hygiene					
Idaho:						
Boise	Yes		Mothers' circles	40-acre park		Concerts, debates, etc.
Coeur d'Alene		Yes		Yes		

Pocatello				Yes		
Twin Falls		Yes		Supervised		
Illinois:						
Aurora [1]		2	Yes			
Batavia [1]			Yes		Yes	Night school.
Beardstown [1]						Public debates and entertainments.
Belleville	Yes					
Bloomington		8	Yes			Social centers under parent-teacher club.
Cairo	Yes					Entertainments, meetings, in high school.
Canton [1]	Yes					Entertainments; Chautauqua Circle.
Champaign			Mothers' clubs	Yes		Election uses.
Chicago	Yes	24		Yes		
Chicago Heights				2; not under board		
Clinton			Yes			
Decatur [1]	Yes		Mothers' clubs		Yes	Entertainments, clubs, in high school.
Duquoin						Athletics, oratorical contests, etc.
Evanston	Yes	3		Yes		Foreigners' class in English.
Galesburg			Yes			
Granite City	Yes	Yes				Night schools.
Harvey			Yes	Yes		Meetings of adult organizations.
Joliet		Yes		Yes		
La Salle [1]						Public meetings.
Mattoon				Yes		
Maywood	Yes		Yes			Political and other meetings.
Melrose Park	Yes		Yes			Do.
Moline [1]						Physical culture and other clubs.
Monmouth			Yes			Domestic science association; civic club.
Murphysboro				Yes		Social and other gatherings.
Oak Park			Yes	Yes		
Pana [1]	Yes		Yes			Entertainments and meetings.
Pekin			Yes			
Peoria [1]			Yes			Night school; club meetings.
Peru	Yes					
Pontiac		Yes		Yes		
Rockford				At each school		
Springfield	Yes		Mothers' clubs	Yes	Yes	Civic meetings; patriotic celebrations.
Streator				4		
Urbana			Yes	Yes		
Waukegan				2		
Indiana:						
Anderson			Yes			
Bloomington				Yes		Religious and political use.
Brazil				Yes		
Clinton	Yes					
Connersville				3½ acres		
Crawfordsville			Yes	Yes		Community use of high school.
East Chicago		2	H. and S. Association	Supervised		
Evansville		Yes	Yes	Yes		
Fort Wayne			Yes	Yes		Meetings; gymnasium classes; night school.
Frankfort			Yes			

[1] Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Indiana—Continued.						
Gary		Yes		Yes	Yes	Night citizenship course.
Hammond	Yes		Yes	Yes		
Huntington	Yes		Yes	At each school		Club work, high school.
Indianapolis				Yes	Yes	
Jeffersonville			Yes			
La Fayette				Yes		Polling places; political meetings; art exhibits.
Laporte				3		
Madison		Yes				
Marion	Yes	Yes		Yes		
Michigan City	Yes	Yes		Yes		
Mount Vernon	Yes				Chauta'qua	Musical entertainments.
Muncie				Supervised		Women's vocational night school.
New Albany			Yes			
Noblesville			Yes			Entertainments.
Richmond	Yes	Yes				School art gallery.
Seymour			Yes	Yes		Club and organization meetings.
South Bend[1]		Yes	Yes		Yes	Civic meetings.
Sullivan[1]						School and club meetings and entertainments.
Washington	Yes					Many social functions in high school.
Whiting	Yes					Night school; basket ball.
Iowa:						
Burlington		Yes		Yes		
Charles City			Yes	Yes		Child welfare association; socials.
Council Bluffs[1]			Fathers' and mothers' clubs.	Yes		
Davenport					8 weeks	
Des Moines	Yes	Yes	Yes	12	Yes	Polling places.
Fort Dodge[1]			Yes			Public use gymnasium and showers.
Fort Madison	Yes			Yes		
Grinnell[1]			Yes			Night manual training; Sunday school.
Keokuk	Yes		Yes	Yes		Club meetings; concerts.
Mason City[1]	Yes		Yes			Y. W. C. A. uses gymnasium.
Muscatine	Yes		Yes	In 5 grade schools		
Oskaloosa				Yes		Entertainments.
Ottumwa	Yes			Summer, not under board.		
Shenandoah[1]	Yes			Yes		School entertainments.
Sioux City	Yes	6	Yes	Yes		Civic, religious use; polling places.

Kansas:						
Coffeyville						Evening debating clubs.
Concordia [1]	Yes		Yes	Yes		Public use of gymnasium; farmers' institutes.
Emporia		Yes				
Hutchinson	Yes			Supervised		University extension.
Independence	Yes	Yes		Yes		
Iola			Yes	Yes		
Junction City [1]			Yes			Rehearsals of musical society.
Kansas City			Each school			
Lawrence				Yes		
Leavenworth	Yes		Yes			Community use of high school.
Newton			Yes	Yes		
Ottawa						Civic societies.
Salina		Yes				
Topeka [1]			Yes			Night school; neighborhood meetings.
Wellington				Yes		
Wichita [1]			Yes			Large chorus rehearsals.
Winfield				Yes		Athletics; concerts.
Kentucky:						
Ashland			Yes			
Bowling Green			Yes			
Covington			Yes	Yes	Yes	
Henderson	Yes		Yes	Supervised		Public meetings.
Lexington	Yes			Yes		
Louisville	Yes	4		Yes		
Maysville	Lyceum		Yes			
Owensboro	Yes		Yes	Yes		
Louisiana:						
New Orleans	Yes	8	Yes	6 summer		Night school.
Maine:						
Auburn				2		
Bath				Yes		
Gardiner				Yes		
Lewiston				1 athletic field		
Presque Isle			Yes			
Rumford	Yes					Entertainments, socials.
Saco				Yes	Yes	Night school.
Sanford				Yes		
Maryland:						
Annapolis [1]	Occasional					Some recreational activities in high school.
Baltimore	Yes	4 or 5	Yes	Under playground association.	Yes	Night school.
Cumberland	Yes		Yes	Yes		
Massachusetts:						
Belmont				Yes		
Beverly [1]	Yes					Public meetings; general social occasions.
Boston	Yes	6	H. and S. Association	Yes		Great variety of clubs; polling places.
Braintree		Yes	Yes	Yes		
Bridgewater			Yes			
Brockton	Vocational		Yes	Yes	Yes	

[1] Question 18 was not answered in the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Massachusetts—Contd.						
Cambridge	Yes			Under park department.		
Chelmsford [1]			Yes			Boy Scout meetings.
Chelsea [1]	Yes					Halls used for municipal campaigns.
Chicopee	For foreigners					
Clinton	Yes	Yes		Yes		Public use gymnasium and showers.
Dedham			Yes			Neighborhood association.
Easthampton				2 summer		
Everett			Yes			Grammar school athletic association.
Fall River	Yes			Yes		
Framingham			Yes	Yes		
Franklin				1 summer		
Gardner [1]			Yes			Night school; evening sewing class.
Gloucester	A course					
Greenfield				Yes		
Holyoke	Yes		Yes	Under playground commission.		Political rallies; polling places.
Hudson	Yes					Community use of high school.
Lawrence				Yes		
Leominster	Yes		Yes			Do.
Lynn	Yes		Yes	Under park department.		
Marlboro				Yes	6 weeks	
Melrose				Yes	Yes	
Methuen				1 summer		Two working girls' evening classes; religious use.
Milton	Yes		Yes	Yes		
Needham [1]			Yes			Religious, social use; improvement association.
New Bedford				8 summer, 1 all year		
Newburyport				1		
Newton				Cooperative playground commission.		Recreational activities.
North Attleboro			Yes			
Norwood	Yes			Yes		
Peabody				3		Club and recreational work; meetings.
Quincy				Yes		
Revere			Yes			Children's Civic Club.
Rockland	Yes			Supervised		Tennis courts.
Salem [1]	Yes					Recreational activities; 2 schools.

Saugus	Occasional				Yes	
Springfield [1]	Occasional	Starting	Yes		Yes	Polling places.
Stoneham [1]						Recreational activities in high school.
Waltham			Yes	4		
Webster				Yes		
Westfield			Yes	Yes		
West Springfield			Yes	Yes		Evening elementary school.
Winchester						Freely used for all kinds of meetings.
Winthrop	Yes			Yes		
Woburn					Yes	Vacation school is for backward pupils.
Worcester [1]	Yes				Yes	Meetings; recreational activities; polling places.
Michigan:						
Adrian [1]	Occasional					Community use of high school.
Ann Arbor	Yes			2 summer		Community use of high-school hall, gymnasium, and cooking plant.
Battle Creek				Yes		
Bay City [1]						Public meetings; entertainments.
Boyne City [1]	Occasional					Concerts; Y. M. C. A. meetings.
Cadillac	Yes					City gymnasium classes.
Cheboygan						Balopticon entertainment; victrolas used daily.
Coldwater	University extension	Yes				
Detroit	Yes	7		Summer		
Escanaba	University extension					Agricultural short course.
Flint	Yes	Yes		Yes		
Grand Haven				Yes		Meetings; night classes.
Grand Rapids	Yes	6	Yes	Yes (city)		Six branch public libraries; polling places.
Holland	Yes		Yes	Each school supervised.		Social and civic meetings.
Houghton			Yes	Supervised		Agricultural clubs.
Ionia	Yes		Yes			
Jackson			Yes	Supervised summer		Public gatherings in high school.
Kalamazoo	Yes	Yes		Yes		Night school.
Lansing	Yes			Yes		Grammar athletic league; socials; entertainments.
Ludington			Yes			
Manistee	Yes	Yes		6		
Marquette	Yes	1		3		
Menominee	Yes					Working-girls' clubs; concerts.
Monroe		Yes		Yes		Four buildings used for religious purposes.
Muskegon	Yes	Yes	Yes	For all schools	Yes	Polling places; night schools.
Negaunee				Yes		
Owosso	Yes			Yes		
Port Huron	Occasional		Yes			Social occasions for pupils.
Saginaw	Yes	1		Yes		
St. Joseph	Yes					Public school athletic league.
Sault Ste. Marie	Yes					
Traverse City				3		Swimming lessons in two city parks.

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TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Minnesota:						
Cloquet[1]	Yes					Recreational and social activities, high school.
Crookston	Yes					Week of visual instruction in morals.
Duluth[1]	Yes	3 (municipal)				
Fergus Falls[1]	Yes		Yes			Entertainments and meetings.
Little Falls	Yes					All community gatherings held in high school.
Minneapolis	Yes	Many	Yes	9	12	13 evening schools.
Owatonna				Supervised		
Rochester[1]	Yes					Night school.
St. Cloud[1]			Yes	Yes		Club activities in high school; polling places.
St. Paul	Yes	6				
St. Peter[1]	Occasional					Farmers' short course.
Stillwater				Yes		
Virginia	Lyceum course			Summer		Night school and gymnasium classes; clubs.
Mississippi:						
Greenville				Yes		Meetings; night school.
Gulfport			Yes	Yes		
Jackson				Yes		
Laurel	Occasional			Directed play		
Meridian				Yes		Y. M. C. A. gymnasium classes, boys and adults; meetings.
Natchez						Manual training gymnasium.
Missouri:						
Cape Girardeau				Yes		
Flat River						One literary society.
Hannibal						Community meetings; polling places.
Jefferson City			Patrons' association			
Joplin	Lyceum course					
Kansas City[1]	Yes	12 or more	Yes	Yes	Yes	Night schools.
Lexington				Yes		Adult domestic science class; swimming pool.
Mexico				Yes		
Poplar Bluff	Yes					
St. Joseph	Yes			Yes		Civic use.
St. Louis[1]	Yes	Yes			Yes	Polling places; night schools.
Springfield			Mothers' clubs			
Webster Groves				Yes		

Montana:						
Anaconda			Yes	2 (municipal)		
Great Falls	Yes					Entertainments.
Helena [1]						Civic and social use; club meetings.
Kalispell [1]						Women's domestic science class; pupils' socials.
Missoula				At each school		
Nebraska:						
Beatrice				Yes		Athletic park.
Fairbury		Yes	Starting	Yes		
Hastings				Yes		
Kearney	Yes	Yes		Yes		
Lincoln		2		6 supervised		Junior civic and industrial league, 2,700 members.
Omaha		2	Yes	For each school		
South Omaha				Supervised		
Nevada:						
Reno [1]						Community use of auditoriums.
New Hampshire:						
Berlin				Yes		
Laconia			Yes			
Manchester			Yes			
Rochester	Yes					
New Jersey:						
Atlantic City [1]	Yes		Yes	Yes	Yes	Evening gymnasium; concerts.
Bayonne	Yes	1			Yes	Political and civic use.
Bloomfield	Yes	2				Evening gymnasium class.
East Orange				Yes	Yes	Adults' summer cooking class.
Elizabeth	Yes	1		Yes		Night school.
Englewood		Yes		1 summer		Night school.
Hackensack	Yes			2		Boys' and girls' clubs; public gatherings.
Hoboken	Yes	1				School used weekly for public library.
Irvington	Yes					
Jersey City [1]	Yes	3 community social centers.		Yes	Yes	Political meetings; sacred Sunday concerts.
Millville				Yes		
Montclair	Weekly	4	4	3 summer	Yes	Night school.
Newark	Yes		Yes	Summer	Yes	Recreational activities; meetings; athletic field.
New Brunswick	Yes	2		1 equipped		
Nutley	Yes			Yes		Night gymnasium classes; public library; reading room.
Orange	Yes	Yes	Yes	Yes		
Passaic	Yes	2		Yes		
Paterson	Free course	1		Summer		Political meetings; night school.
Perth Amboy	Yes			Yes		
Plainfield	Yes	Yes		Yes		Civic clubs; foreigners' night school.
Princeton	Yes	2				Night school.
Red Bank				Yes		
Ridgewood	Yes		2	A 5-acre one		Night school.

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TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
New Jersey—Continued.						
Rutherford	Yes			2 summer		Association meetings.
Salem				Yes		
Somerville	Yes			Yes		
South Orange	Yes	Yes	3 (H. and S. A.)			Motion pictures, day nursery under H. and S. A.
Summit [1]	Yes					Dancing and club work.
Trenton	Yes	3				Extension courses, night school.
Vineland			6	Supervised		
Westfield	Yes	Yes		Yes		
West Hoboken	Yes	2	Yes			
West New York	Yes					
West Orange	Yes	Yes		Yes		
New Mexico:						
Albuquerque	Yes		Yes			
Roswell	Yes	Yes				
New York:						
Amsterdam				7	1	
Auburn				With all schools		
Buffalo	Yes	Yes		Yes		Night schools.
Canandaigua						Folk dancing.
Catskill	Yes					
Cohoes	Illustrated		Yes			
Dunkirk						Gymnasium and all kinds of athletics.
Elmira	Yes	3		Yes		
Fredonia				Yes		
Fulton	Yes	1				Junior chamber of commerce.
Geneva [1]	Free					Rehearsals of choral union; night school.
Gloversville	Yes		Yes			Night gymnasium; night school.
Hudson Falls				Yes		
Ilion				Yes		
Ithaca	Yes			Yes		
Jamestown		Yes	Mothers' clubs	Yes		Club meetings; night school.
Kingston	Yes	Yes				
Lackawanna	Yes	Yes				
Malone	Yes					
Mamaroneck				Yes		
Medina	Some			Yes		
Middletown				Hayes Field		
Mount Vernon	Yes			3 organized summer		
Newark	Yes			Yes		

Newburgh	Yes					
New Rochelle	Yes			Yes	6 weeks	
New York	Yes	45 recreation, 9 social, and 8 social-recreation centers.	Yes	Yes	Yes	
Niagara Falls	Yes					Concerts, debates; outside teams use gymnasium.
North Tarrytown	Yes			Yes		School entertainments; civic meetings.
Ogdensburg				Athletic field		
Oneida				1 of 11 acres		
Oneonta	Yes					School entertainments, etc.
Oswego				Yes		
Peekskill	Yes			Yes		Night school.
Port Chester	Yes					
Poughkeepsie	Yes	Yes	Yes	3		Association meetings; night school.
Rochester	Yes	13		Yes		Boys' and girls' clubs.
Salamanca [1]	Yes					Night gymnasium use; polling place.
Schenectady	Yes	Starting	Yes	11		Recreational, social, athletic activities.
Seneca Falls				Yes		
Solvay			Yes	Yes		Night school; "community room" in new building.
Syracuse	Yes	Yes		Under park commission.		
Troy		Yes	12			
Watertown	Yes			Yes		
Watervliet				Yes		
White Plains	Yes			Yes		Social occasions at high school.
Yonkers [1]	Yes		Yes			Political and other meetings; gymnasium clubs.
North Carolina:						
Concord	Yes					
Durham			Yes			
Elizabeth City	Yes					Athletics; literary society.
Gastonia	Yes					
Salisbury				Supervised		
Washington	A series					
Wilmington				Yes		
Winston-Salem	Yes					Entertainments; clubs; political meetings.
North Dakota:						
Bismarck						Girls' literary and boys' debating clubs.
Fargo				Yes		Neighborhood clubs; boys', girls' clubs.
Grand Forks		Yes				
Jamestown [1]	Yes					Meetings, etc.
Ohio:						
Akron	Yes	Yes		Yes		
Barberton						Two ward buildings used by community.
Bellaire [1]						Night gymnasium work; Sunday school; club work.
Bellefontaine				Yes		Art recitals; debating leagues.
Canton		Yes	12	Yes		
Cincinnati	Yes	9	Yes	Yes	Yes	

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TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Ohio:						
Cleveland			Mothers' clubs	Yes		Schools used by clubs and organizations.
Conneaut[1]	Yes					Night use of gymnasium by pupils.
Dayton						School orchestras and glee clubs; ath. league.
Defiance		Yes		Yes		
Delaware	Yes			Supervised		
Elyria			Yes	Yes		
Fremont	Yes	Yes	Yes	Yes		
Galion			Yes	Yes		
Gallipolis	Yes	Starting				
Lancaster	Yes					Social and recreational activities of high school.
Lima				1		
Mansfield				2		
Martins Ferry	Lyceum course					Night school; night gymnasium use.
Middletown				Yes		Athletics.
Mount Vernon	Yes		Yes			Athletic association.
Nelsonville	Lyceum course					
Newark	Yes	Yes		3		Polling places.
Piqua		5				
Ravenna	Yes					Art exhibit.
Sidney				Cost $10,000		Entertainments.
Springfield	Yes			Yes		Civic improvement meetings; concerts.
Steubenville				Yes		Night and continuation schools.
Tiffin	University extension					
Troy				Summer		
Urbana	Yes	Yes		Yes		
Van Wert	City Institute			Yes		
Washington C. H.	Yes					Literary society.
Wooster				Yes		Athletic field; night school.
Xenia			Yes	Yes		
Youngstown	Yes	Several		Yes		
Zanesville	Yes					
Oklahoma:						
Ada[1]			Yes			Public meetings.
Ardmore	Lyceum course	1	Yes	Yes		Visiting teacher in high school.
Bartlesville				Yes		
El Reno[1]						Religious, labor, and other meetings; public use gymnasium.

Guthrie	Yes			Yes		
Muskogee				Yes		
Tulsa				Yes		
Oregon:						
Ashland	Yes			Yes		
Astoria				Yes		
Baker City				1		
Eugene				Yes		
Portland	Yes	Yes	In each ward			Civic meetings.
Salem			Yes			Community meetings.
Pennsylvania:						
Allentown		2	Yes	8		
Altoona	Yes		Yes	Yes		Night school.
Bangor	Yes		Yes			
Beaver Falls	Yes			Yes		
Bellevue	Yes					
Bethlehem	Yes			Yes		
Braddock			Yes	3		
Bradford	Yes			Yes		
Bristol	Yes		Mothers' meetings	July and August		Girls' club; gymnasium class.
Carlisle			Yes			
Carnegie [1]						Meetings and recreational activities in high school.
Catasauqua	Yes					
Chambersburg			Yes			
Chester			4	6		
Clearfield				2		
Conshohocken				Yes		
Corry [1]	Occasional					Public library service.
Donora						Night classes, men and women; club work.
Dubois	Yes					
Easton	Yes		4			Meetings; public library.
Erie	Institute		15	4		Public meetings; 7 branch libraries.
Forest City	Yes					
Harrisburg	Yes		10			Neighborhood meetings.
Hazleton			Yes			
Homestead	At times					
Indiana		Yes	Yes			
Jersey Shore			Yes			
Johnstown			Yes	Yes		Socials, entertainments, hikes.
Lancaster			Yes	Summer		
Lansdowne [1]			Yes			Boy scout and other meetings.
Lansford			Yes			
Latrobe	Yes					
Lehighton [1]			Yes			Meetings.
McKeesport	Yes	Yes		Yes		
Mahanoy City	Yes					Musical organizations; clubs.
Meadville				City supervision		
Minersville	Yes		Yes	Yes		
Monessen [1]				Yes		Library room open to public.

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TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Pennsylvania—Contd.						
Monongahela	Yes					
Munhall				Yes		
New Castle				Yes		
New Kensington				Yes		
Norristown	Yes		Yes	Yes, and athletic field		Entertainments, musicals.
North Braddock				Yes		
Philadelphia	Yes	14	H. and S. League	116 summer; 20 all-year		
Phoenixville	Yes			Yes		
Pittsburgh	Yes	Yes	Yes			Social centers connected with night schools.
Pottstown	Yes			Yes		
Pottsville	Yes					
Reading		1		Yes		
Rochester	Yes			Yes		
Scranton			Yes	Playground association		
Sewickley [1]	Yes		Yes	Yes		Evening classes, meetings, entertainments.
Shamokin				Yes		Vocational night schools.
Swissvale				Yes		
Tarentum				Yes		
Taylor	Yes					
Titusville [1]						Starting neighborhood meetings in each ward.
Tyrone [1]	Yes		Yes			
Uniontown	Yes					Public use of gymnasium.
Warren						Boy scouts.
West Chester	Yes		H. and S. League			Girls' club, games, school socials.
Wilkinsburg	Yes					Junior board of trade; meetings and clubs of high school.
Williamsport	Yes		Yes	5		Field day; polling places.
Wilmerding	Yes			2		Night and continuation schools.
Windber [1]	Yes					
Rhode Island:						
Bristol	Yes		Yes	Yes		
Central Falls			Yes			
Coventry						Religious services and entertainments (rural).
Johnston	Yes	Yes	Yes			
Newport				Yes		Recreational activities; stamp savings.
Pawtucket				City council		
Providence	Yes	Yes	Yes	Yes		
Westerly	Yes		Yes	Yes		Boy scout, grange, and other meetings.

South Carolina:						
Charleston	Yes		Yes			Junior civic league and other meetings.
Columbia	Yes			City council		Adult domestic science classes.
Greenville	Yes					
Newberry	Yes					Lyceum, athletics, folk dances, plays.
Spartanburg				1		
Sumter			Yes			
South Dakota:						
Aberdeen	Yes			Yes		Public use of gymnasium.
Lead	Lyceum course					
Mitchell				Supervised		
Tennessee:						
Chattanooga[1]						School improvement league and other meetings.
Jackson						Athletics.
Memphis		Yes	Yes			
Nashville	Yes		Yes	Yes		Free clinic.
Park City	Yes					Social activities.
Union City[1]						Evening use, gymnasium and pool; social classes.
Texas:						
Amarillo				Yes		
Austin				Yes		May festivals; "Song Fest."
Beaumont				Yes		
Corpus Christi[1]	Yes		Yes			Entertainments and meetings in high school.
Dallas[1]				Yes		Meetings.
El Paso			Yes			Social gatherings; nurses' dietetics class.
Houston	Yes	1	Yes	Yes		Meetings, socials.
Palestine			Yes			Debating leagues, glee clubs, etc.
San Antonio		Yes		Yes		
Texarkana[1]						Entertainments, socials, etc., in high school.
Wichita Falls						Athletics.
Utah:						
Ogden		Yes				
Provo	Yes		Yes			
Salt Lake City				4		Polling places.
Vermont:						
Bellows Falls	Yes	Yes		Yes		
Burlington	Yes	Yes	Yes			Socials, concerts, fairs, etc., in high school.
Montpelier				Yes		
Rutland[1]	Yes		Yes			
St. Johnsbury	Yes			Yes		
Virginia:						
Alexandria				Yes		
Harrisonburg[1]			Yes	Yes		Camp-fire girls and oratorio society use building.
Newport News			Yes			
Richmond[1]	Yes	Starting	Mothers' clubs	Yes	Yes	Public school athletic league.

[1] Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914*—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Washington:						
Aberdeen				Yes		
Everett				8, and athletic field		Night school.
Hoquiam [1]			5			Public meetings.
North Yakima		Yes				
Olympia [1]	Yes					Recreational activities in one school.
Seattle		Yes	Yes			Polling places.
Spokane		Yes	Yes	Yes		Public use halls, gymnasiums, kitchens, and shops.
Tacoma [1]				Yes		Improvement club meetings.
Walla Walla			Yes			Musical organizations.
West Virginia:						
Charleston				Yes		
Martinsburg				Yes		
Morgantown		Yes		3, summer		
Wisconsin:						
Antigo	Lyceum course					Recreational activities of high school.
Ashland		Yes				
Fond du Lac		Yes	Yes			Froebel club.
Janesville				Yes		
Kenosha [1]	Yes		Yes			Public use of high school.
Madison		Yes		Supervised		Clubs for foreigners; polling places.
Marshfield [1]						Meetings and other public use of high school.
Merrill		1				
Milwaukee	Yes	8		Yes		Polling places.
Neenah			Mothers' clubs	Yes		Clubs use gymnasium and kitchen; children's summer camp.
Racine				Yes		
Rhinelander			Mothers' meetings	Supervised		Gymnasium work.
Sheboygan		Yes		Yes		
South Milwaukee [1]	Yes					Night school; parties.
Superior	Yes	6		Yes		Night school.
Wausau [1]			Parents' meetings	Yes		Four gymnasiums used by working boys' clubs.
West Allis		Yes		Yes		Night school.
Wyoming:						
Cheyenne				Supervised		Cadet corps.
Laramie			Yes	Yes		

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The lines of work mentioned in the foregoing summary include practically all the main activities now going on within school premises outside of the regular day classes except the organized evening instruction. Inquiries 22 and 23 of the aforementioned questionnaire concerned public evening schools. The replies for 1914 have been tabulated by the Statistical Division, and the summaries show that such schools were reported by 297 cities of 10,000 population and over, an increase of 44 per cent as compared with the number reported for 1912. The total number of pupils enrolled was 605,475, and they were taught by 14,451 teachers. Among the cities between 5,000 and 10,000 population there were 84 which reported evening schools during 1914, their enrollment being 8,593 pupils. So that for this year the total number of cities (above 5,000) reporting this form of wider use was 381, and the benefits of the evening instruction were enjoyed by 614,068 individuals. These figures, combined with the summary of Table 1, afford us the only available data regarding the present sweep of the school extension movement. Because of the conditions under which they were gathered, they can not, however, be taken to indicate its depth or volume; to gain knowledge upon these points some vertical soundings have been made, the results of which are set forth in the next section.

THE MAGNITUDE OF LOCAL UNDERTAKINGS.

How much extension work is done in individual cities, how many evenings a week schools are open, how many rooms are used, and what classes of activity go on in them, indicate the kinds of information which were sought under this head. Such data, if comparable, would increase our knowledge of the relative intensity of the work in various localities. For these purposes a blank form [1] known as the "Evening Use Record" was devised and printed by the Bureau of Education. Each card contained spaces requisite for a record of all occasions after 6 p. m. in one school for one month. A supply sufficient for a complete record of all such occasions in a city during the months of February, March, and April, 1914, was offered to school officials in all the cities of 5,000 population and over. Superintendents to the number of 234 applied for these cards, and 110 sent in filled-out cards.

Upon assembling the returns, it was found that they included many cards which showed only two or three evening events during a month. Evening occasions of a similar frequency result spontaneously in many schools, especially high schools, without the stimulus of a deliberate wider-use motive. Since it was the purpose of the inquiry to gauge, if possible, the accomplishments chargeable to conscious school-extension efforts, it was necessary to set a standard of use which, it might fairly be assumed, was just above the maximum attainable in any enterprising school which had not yet felt the impulse toward wider use. Without some such standard the tabulations would be without significance. All cards, therefore, which did not show two or more classes of activity occurring once a week or oftener, or one activity twice a week or oftener, were excluded. It was necessary to throw out also cards which showed activities tapering off or coming to an end during the month, since in such cases the tabulator could not be sure that the partial data gave a true description of the activity in its normal course. Since the omission of a card meant the omission of a school it has resulted in unavoidable unfairness to the cities affected. But as a matter of fact this inquiry can not be expected to afford a basis for a fair comparison of the total *amount* of extension work in the various cities named. Such a comparison would have to include the *lengths* of the seasons when schools were open evenings, and that information is not available. The findings presented in Table 2 are rather such as would be obtained by sinking a vertical shaft, two or three months wide, through the evening activities of 53 cities, toward the end of the season. They show the thickness and the character of the veins, but reveal no facts regarding their horizontal dimensions.

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[1] For the form of this card, instructions, and letter of transmittal, see Appendix.

In Table 2 we have the results of an attempt to lay the same pattern upon the extension activities of 296 schools. Such a method brings out differences quite as clearly as agreements. Differences in administrative control are revealed by the fact that reports covering three months were asked for, but in the case of only 100 schools were data for the whole period furnished, and only a few cities were able to obtain from their several schools reports for the same length of time. The amount of use which schools are given after 6 p. m. shows little uniformity among either the cities or the schools of any given city. The average number of rooms used an evening usually includes a fraction showing that there is little sameness in respect to the amount of space occupied from evening to evening.

Slightly over one-half of the schools listed used two or fewer rooms per evening; the average for the bulk of the remainder ranged between three and nine rooms per evening, the highest number (19.8) being reported for public school 188, Manhattan, New York City. The averages for 11 of the larger cities are shown in Table 3. Since these figures show only the average amount of space taken up by the activities of a single evening and throw no light upon the number of evenings in the season when the buildings are open, it must be repeated that they can not be regarded as comparisons of the volume of the extension work in the cities named.

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency,*[1] *other than night schools, during February, March, and April, 1914.*

Explanation: 5 wk=five times a week; 1 wk f=once a week during February only; m=March; a=April; 1 mo=once a month. Italic figures alone denote activities occurring irregularly and indicate the number of group-occasions (one meeting of one group or room full, see p. 42) during the period covered by the report.

Cities and schools.	Evenings covered by report.	Evenings school was open.	Evenings open per week.	Rooms used per evening.	Frequency of activities.								
					Lectures.	Entertainments, concerts, etc.	Society meetings (adults).	Civic occasions, mass meetings, public discussions.	Athletics, gymnastics, bathing, active games, or folk dancing.	Clubs (social, athletic, etc.), or groups (musical, handicraft, etc.)	Rooms open for quiet games, reading, or study.	Dancing (social).	Social occasions (parties, banquets, etc.)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Appleton, Wis.:													
High School	24	8	2	1.5					2 wk f.	1 wk f.			
Bayonne, N. J.:													
No. 3	50	25	3	1.0							3 wk.		
No. 7	50	9	1	3.0			*1*		1 wk.	*4*		1 wk.	
Boise, Idaho:													
High School	26	12	3	1.2		*3*	*4*			1 wk a.			1.
Bristol, Pa.:													
High School	76	10	1	1.5	*2*	*1*					1 wk.	1 wk f.	1.
Catasauqua, Pa.:													
High School	76	48	4	1.7		*6*	*18*	*1*	*34*	*2*	*18*		
Charles City, Iowa:													
Manual Arts	50	38	4	2.2					4 wk.				
Chicago, Ill.:													
Adams	66	21	2	6.3	*3*	*3*			2 wk.	2 wk.	2 wk.	2 wk.	
Avondale	42	15	2	5.1	*3*		1 wk.	1 wk m.	2 wk.		2 wk.	1 wk.	
Clarke	60	19	2	9.1		*1*	2 wk.	2 wk.	2 wk.	2 wk.	2 wk.	2 wk.	
Cornell	66	20	2	9.1	2 mo.	*9*	1 wk.	2 wk.	2 wk.	2 wk.	2 wk.	2 wk.	2 wk a.
Doolittle	66	21	2	6.0		2 wk.			2 wk.		2 wk.	2 wk.	
Everett	66	22	2	9.8	1 wk.	*6*	*3*		1 wk.		2 wk.	1 wk.	1 wk.
Fallon	66	22	2	8.0	2 wk f.	2 wk.			2 wk.	2 wk.	2 wk.		
Howland	66	21	2	1.1		2 wk.			2 wk.	2 wk.	2 wk.	2 wk.	
Jungman	36	10	2	6.0	*4*		1 wk.		2 wk.	2 wk.	2 wk.	2 wk.	
Kinzie	66	21	2	4.4			2 mo.		2 wk.	2 wk.	2 wk.	2 wk.	*4*.

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[1] Only those cities which reported two or more classes of activity once a week or oftener, or one activity twice a week or oftener, are included.

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914*—Continued.

Cities and schools.	Evenings covered by report.	Evenings school was open.	Evenings open per week.	Rooms used per evening.	Frequency of activities.								
					Lectures.	Entertainments, concerts, etc.	Society meetings (adults).	Civic occasions, mass meetings, public discussions.	Athletics, gymnastics, bathing, active games, or folk dancing.	Clubs (social, athletic, etc.), or groups (musical, handicraft, etc.)	Rooms open for quiet games, reading, or study.	Dancing (social).	Social occasions (parties, banquets, etc.)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Chicago, Ill.—Continued.													
Otis	76	27	2	9.0					2 wk	2 wk	2 wk	2 wk	
Parkside	76	25	2	5.1	*2*		2 mo		2 wk	2 wk	2 wk	2 wk	
Raymond	66	22	2	4.6	*1*	*4*	*2*		2 wk	1 wk	2 wk	2 wk	1 wk.
Skinner	66	22	2	7.2		2 wk	*1*	*5*	2 wk	2 wk	2 wk		
Smyth	66	32	3	9.8	1 wk	1 wk	2 wk	2 wk	2 wk	2 wk	2 wk	1 wk	
J. N. Thorp	66	21	2	6.5					2 wk	2 wk		2 wk	
Ole A. Thorp	72	21	2	4.7	*1*	*2*			2 wk		2 wk	2 wk	
Waters	66	20	2	6.8	*2*	*1*	*5*		2 wk	2 wk	2 wk	2 wk	2 wk.
Cloquet, Minn.:													
High School	76	31	2	1.2	1 wk m	*6*		*3*	*1*	1 wk			1 wk.
Connersville, Ind.:													
High School	50	28	3	1.0	*2*				3 wk				*1.*
Corpus Christi, Tex.:													
High School	76	24	2	1.0		*16*	*6*	*1*		*1*			
Decatur, Ill.:													
High School	26	12	3	2.4	*2*	*4*				2 wk m			*1.*
Des Moines, Iowa:													
Lincoln	24	8	2	1.0			1 wk f			1 wk f			
Park Avenue	24	6	2	1.3	1 wk f			1 wk f		*1*			
Willard	50	22	3	1.5	*4*	*1*	1 mo			2 wk	1 wk		*1.*
East High School	50	45	5	1.9		1 wk	*1*	*2*	6 wk	1 wk m	3 wk		*3.*
North High School	50	29	3	1.3		*3*		*2*	3 wk f	3 wk m			*4.*
West High School	24	14	4	3.4	1 wk f	1 wk f		*2*	3 wk f	*4*			
Donora, Pa.:													
Castner	52	20	2	1.1	*2*					2 wk			
East Chicago, Ind.:													
Garfield	50	23	3	1.4				1 wk			3 wk		
Lincoln	76	40	3	1.2					5 wk f	3 wk			
Elizabeth, N. J.:													
No. 3	24	12	3	4.8	*1*					2 wk f	1 wk f	1 wk f	*1.*

Englewood, N. J.:													
Liberty	76	42	3	1.1		*2*			3 wk	1 wk		*3*	*1.*
Lincoln	50	32	4	1.6						1 wk	4 wk	*3*	*1.*
Grand Rapids, Mich.:[2]													
Buchanan	76	76	6	1.4	*2*	*4*	*2*			*25*	6 wk		
Finney	36	12	2	2.3		1 wk				1 wk f.		*1*	
Hall	76	70	6	1.1	*8*		1 mo	*1*			6 wk		
Oakdale	76	24	2	2.4	*1*	1 wk f.	2 mo	1 wk	1 wk f.	1 wk			*2.*
Palmer	76	76	6	1.6	*2*	1 wk f.			1 wk f.	2 wk	6 wk	*1*	*2.*
Sigsbee	76	36	3	1.4	2 mo	*1*	*2*	*2*	1 wk	1 wk f.	*10*	1 wk	*3.*
Straight	76	30	2	3.7		*6*	*1*	1 mo	1 wk	1 wk		*1*	*5.*
Turner	76	76	6	2.2	*3*	*4*	2 mo		3 wk	4 wk	6 wk		*2.*
Central High School	76	29	2	1.2	*1*	1 wk f.	1 wk			1 wk m.			*7.*
Union High School	76	25	2	1.0	*1*	*2*		*3*		1 wk		*3*	*5.*
Granite City, Ill.:													
Emerson	24	24	6	1.2		*3*			4 wk f.	2 wk f.			*2.*
McKinley	24	19	5	1.9		*15*			4 wk f.				*2.*
Hannibal, Mo.:													
South	50	16	2	1.0		*1*	1 wk m.	1 wk f.		1 wk			
Harrisburg, Pa.:													
Willard	76	39	3	1.0			3 wk						
Technical High School	76	48	4	1.8	1 wk	8	*5*		5 wk				
Huntington, Ind.:													
High School	76	26	2	1.5	7	*1*				1 wk			*4.*
Jamestown, N. Y.:													
District No. 9	76	14	1	8.5		*3*	*2*		1 wk	1 wk	1 wk		*1.*
High School	24	14	4	1.3				*1*	3 wk f.	1 wk f.			
Kalamazoo, Mich.:													
East Avenue	76	41	3	1.3	*1*	*1*			1 wk	*2*	3 wk		
Frank	50	13	2	1.0			1 mo		1 wk m.	2 wk f.			
Lake	76	12	1	5.7					1 wk	1 wk	1 wk		*1.*
Portage	76	76	6	1.1							6 wk		*4.*
Vine	76	30	2	2.3	*2*	*2*			2 wk	1 wk			
Central High School	50	32	4	7.4	*2*				4 wk	2 wk			
Lancaster, Ohio													
High School	76	54	4	1.3		*7*		*1*	*3*	3 wk	*22*		*1.*
Leavenworth, Kans.:													
High School	76	39	3	1.2	*4*		1 wk			2 wk			*5.*
Los Angeles, Cal.:													
Amelia	46	35	5	2.5					5 wk	3 wk m.	5 wk	1 wk	
Castelar	46	35	5	3.6		*2*			5 wk	5 wk	5 wk		
Cornwell	46	35	5	1.8					4 wk	2 wk m.	1 wk	1 wk	
First	46	39	5	1.0		*3*				2 wk	3 wk		
Loreto	46	40	5	2.4					5 wk	1 wk	5 wk	1 wk	
Macy	26	22	5	5.4		1 wk m.			5 wk m.	1 wk m.	5 wk m.	1 wk m.	*1.*
San Pedro	23	20	5	1.6				*2*	3 wk m.	3 wk m.	2 wk m.		
Utah	46	39	5	1.2							5 wk		1 wk.
Los Angeles H. S.	40	37	6	2.3	*14*	*2*			5 wk		1 wk m.		
Polytechnic H. S.	52	45	5	1.5		*2*	*1*		2 wk		5 wk		

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[2] The social centers here closed Mar. 14.

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914*—Continued.

Cities and schools.	Evenings covered by report.	Evenings school was open.	Evenings open per week.	Rooms used per evening.	Frequency of activities.								
					Lectures.	Entertainments, concerts, etc.	Society meetings (adults).	Civic occasions, mass meetings, public discussions.	Athletics, gymnastics, bathing, active games, or folk dancing.	Clubs (social, athletic, etc.), or groups (musical, handicraft, etc.)	Rooms open for quiet games, reading, or study.	Dancing (social).	Social occasions (parties, banquets, etc.)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Louisville, Ky.:													
Broadway	76	23	2	3.5	*2*	2 mo.			1 wk.	1 wk.	1 wk f.	2 mo.	
Montgomery	76	37	3	2.2	2 mo.	*3*	*3*		2 wk.	1 wk.	2 wk.	1 wk.	*2.*
Washington	76	17	1	4.3	*4*	1 wk.	*1*	*1*	1 wk.		1 wk.	1 wk.	*1.*
Whittier	76	19	2	4.3	1 mo.	1 mo.			1 wk.	1 wk.	1 wk.	1 wk.	1 mo.
Minneapolis, Minn.:													
Bancroft	76	21	2	5.0	*1*	*1*	*1*		1 wk.	2 wk a.			
Bremer	76	67	5	3.6		*3*	1 wk.		1 wk.	4 wk.			
Greeley	76	43	3	3.2					3 wk.	1 wk.			*1.*
Johnson	76	53	4	4.3			1 wk.		*12*	*36*	4 wk.	*6*	
Lake Harriet	76	47	4	3.1	*1*		*1*		2 wk.	2 wk.			
Lowell	76	24	2	3.0			*3*		1 wk a.	2 wk.			
Madison	76	25	2	3.2			*1*			2 wk.			
Pillsbury	76	28	2	3.4			*8*		1 wk a.	1 wk.			
Rosedale	76	51	4	3.2	*1*		*2*		3 wk.	2 wk.			*1.*
Seward	76	76	6	6.1		*1*	1 wk.		2 wk.	3 wk.	6 wk.		
Sumner	76	42	3	4.5		*4*	1 wk.		1 wk f.	1 wk.	1 wk a.	1 wk.	*1.*
Central H. S.	76	27	2	10.0		*1*	*3*	*3*	1 wk.	1 wk m.		*1*	*4.*
North H. S.	76	33	3	3.4	3 wk.	*5*	*1*					*1*	
South H. S.	76	30	2	4.4		1 wk a.	*2*	*2*	2 wk f.	*3*		*3*	*1.*
Newark, N. J.:													
Cleveland	50	35	4	1.1	*3*	*4*			4 wk.				
Hamburg Place	50	32	4	1.1	2 mo.		*1*	*1*	4 wk.				
Morton Street	50	34	4	3.0	2 mo.	*11*			4 wk.				
Peshine	66	35	3	1.2	3 mo.	*1*			2 wk.	*4*	1 wk m.		
South Street	24	12	3	2.0					3 wk f.		3 wk f.		
Webster	64	22	2	1.4	1 wk m.	*2*			4 wk f.				
Barringer H. S.	50	29	3	1.0					4 wk.				
Central C. and M. T. H. S.	50	24	3	2.2	3 wk.		*1*	*1*	4 wk f.				

Newark, Ohio:													
High School	70	31	8	1.2	*3*	*23*	*4*			*5*	*2*		*2.*
New Brunswick, N. J.:													
Lincoln	50	13	2	4.7					2 wk		2 wk	2 wk	*2.*
Lord Stirling	24	11	3	4.2	*5*				2 wk f	*4*	2 wk f	2 wk f	*1.*
New Milford, Conn.:													
High School	50	13	2	3.9	*1*	*3*		*1*		1 wk		*3*	
New Orleans, La.:													
Robt. C. Davey	26	4	1	2.0		1 wk m						1 wk m	
Newton, Mass.:													
Bowen	76	27	2	1.7		*2*				1 wk	2 wk		*5.*
Emerson	76	76	6	1.0		*3*			6 wk				
New York (Greater), N. Y.:													
No. 1, Manhattan	51	51	6	6.0					6 wk	6 wk	6 wk		
No. 2, Manhattan	26	18	4	3.8	1 wk m	1 wk m	1 wk m		2 wk m	1 wk m			
No. 3, Manhattan	51	43	5	9.3					5 wk	5 wk	5 wk	1 wk	
No. 4, Manhattan	51	31	4	5.9	2 wk	*4*			1 wk	2 wk	2 wk	1 wk	*6.*
No. 5, Manhattan	26	18	4	3.6	1 wk m	*1*	1 wk m		4 wk m			4 wk	*2.*
No. 8, Manhattan	26	14	3	1.1		*1*			2 wk m	1 wk m			
No. 10, Manhattan	51	18	2	8.0					2 wk	2 wk	2 wk	2 wk	
No. 12, Manhattan	51	51	6	13.7	1 wk				6 wk	6 wk	6 wk		
No. 16, Manhattan	51	51	6	4.1					6 wk	6 wk	6 wk	1 wk	*1.*
No. 17, Manhattan	51	49	6	4.0	1 wk	*12*	*3*	*1*	1 wk	3 wk	6 wk	2 wk	1 wk.
No. 20, Manhattan	51	51	6	6.9		*1*	1 wk		6 wk	6 wk	6 wk	2 wk	
No. 21, Manhattan	51	51	6	6.3	1 wk	2 mo m			5 wk	3 wk	5 wk		
No. 22, Manhattan	26	16	4	1.2	2 mo m	2 mo m	1 wk m		4 wk m	1 wk m			2 mo m.
No. 27, Manhattan	51	29	3	1.2	3 wk				4 wk m				
No. 29, Manhattan	26	7	2	1.0						*1*		2 wk m	
No. 30, Manhattan	51	43	5	5.5					5 wk	5 wk	5 wk		
No. 38, Manhattan	51	30	4	4.0	1 wk	1 wk			2 wk	2 wk	2 wk		
No. 39, Manhattan	26	4	1	13.0	1 wk m	1 wk m	1 wk m		1 wk m				
No. 40, Manhattan	51	43	5	4.6			*1*		5 wk		4 wk		
No. 41, Manhattan	51	51	6	6.7	*1*		*1*	1 wk	6 wk	6 wk	6 wk	3 wk	
No. 46, Manhattan	51	18	2	1.0	2 wk								
No. 49, Manhattan	26	18	4	1.0					4 wk m				
No. 51, Manhattan	51	43	5	3.1					5 wk		5 wk		
No. 52, Manhattan	51	25	3	1.0	1 wk				2 wk				
No. 59, Manhattan	51	18	2	1.0	2 wk								
No. 62, Manhattan	52	52	6	9.5	2 wk	*3*			5 wk	5 wk	5 wk		
No. 63, Manhattan	51	51	6	11.0	1 wk	*9*	2 wk	*5*	5 wk	6 wk	6 wk	2 wk	1 wk.
No. 64, Manhattan	51	42	5	7.5					5 wk	5 wk	5 wk		
No 65, Manhattan	52	33	4	4.0	1 wk	*2*			3 wk	2 wk	2 wk	1 wk	
No. 66, Manhattan	51	51	6	18.1	2 wk	*1*	*1*	*3*	4 wk	4 wk	4 wk	4 wk	
No. 70, Manhattan	26	15	3	2.0					4 wk m				
No. 77, Manhattan	26	18	4	11.4		1 wk m			4 wk m	1 wk m			
No. 79, Manhattan	26	18	4	2.[illegible]		*2*			4 wk m				
No. 83, Manhattan	26	15	3	2.0					4 wk m				
No. 89, Manhattan	51	47	6	3.1					2 wk	1 wk	6 wk		

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914*—Continued.

Cities and schools.	Evenings covered by report.	Evenings school was open.	Evenings open per week.	Rooms used per evening.	Frequency of activities.								
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1	2	3	4	5	6	7	8	9	10	11	12	13	14
New York (Greater), N. Y.—Continued.													
No. 90, Manhattan	51	17	2	1.0	2 wk								
No. 94, Manhattan	51	17	2	4.0						2 wk		2 wk	
No. 95, Manhattan	51	33	4	4.8	1 wk	*1*	*1*	*3*	3 wk	2 wk	2 wk	3 wk	
No. 96, Manhattan	51	27	3	6.8	1 wk	1 wk m.			3 wk m.	3 wk m.		1 wk m.	
No. 101, Manhattan	51	18	2	1.0	2 wk								
No. 104, Manhattan	51	9	1	4.0					1 wk	1 wk a.	1 wk	1 wk	
No. 110, Manhattan	51	36	3	6.7					4 wk	2 wk	4 wk	1 wk	*4*.
No. 111, Manhattan	26	18	4	1.1		*1*			4 wk m.			*1*	
No. 120, Manhattan	26	18	4	1.2		*2*					4 wk m.		
No. 126, Manhattan	26	5	1	2.4		1 wk m.	2 mo m.			1 wk m.			
No. 132, Manhattan	51	17	2	1.0	2 wk								
No. 137, Manhattan	51	36	4	10.1					4 wk	4 wk	4 wk	1 wk	
No. 147, Manhattan	26	16	4	3.7		1 wk m.	1 wk m.		4 wk m.				
No. 150, Manhattan	26	9	2	2.4		1 wk m.			2 wk m.				
No. 158, Manhattan	51	49	6	7.9					5 wk	5 wk	5 wk	*33*	2 wk.
No. 159, Manhattan	51	43	5	4.6						5 wk	5 wk		
No. 160, Manhattan	51	26	3	3.3	1 wk				4 wk m.				
No. 165, Manhattan	51	26	3	1.0	3 wk								
No. 171, Manhattan	51	51	6	10.8		*5*		*1*	6 wk	6 wk	6 wk	6 wk	1 wk.
No. 172, Manhattan	51	35	4	2.0					4 wk		4 wk		
No. 177, Manhattan	51	51	6	9.9	1 wk	2 wk	2 wk	1 wk	6 wk	6 wk	6 wk	6 wk	2 wk.
No. 179, Manhattan	51	51	6	8.4					6 wk	5 wk	6 wk	1 wk	
No. 188, Manhattan	51	51	6	19.8	1 wk	*1*	5 wk		5 wk	5 wk	5 wk	*4*	
Harlem Ev. H. S. for Men, Manhattan	51	15	2	4.5	1 wk				1 wk	1 wk			
Harlem Ev. H. S. for Women, Manhattan	51	24	3	1.0	2 wk	*6*							
H. S. of Commerce, Manhattan	51	51	6	6.4					6 wk	1 wk	6 wk		
Manhattan Trade, Manhattan	51	15	2	8.5					1 wk	2 wk	2 wk	2 wk	*2*.

N. Y. Ev. H. S. for Men, Manhattan	51	13	2	2.6	*6*			*1*	*5*	1 wk		1 wk	*2.*
N. Y. Ev. H. S. for Women, Manhattan	51	51	6	2.9	2 wk	*34*	*4*	1 mo	4 wk m.	1 wk m.	4 wk	2 wk	*2.*
N. Y. Ev. S. of Ind'l Art, Manhattan	51	31	4	1.0	2 wk		1 wk	1 wk m.					
Stuyvesant H. S., Manhattan	51	18	2	1.1		*1*			2 wk			*1*	
Wadleigh H. S., Manhattan	51	17	2	1.0	2 wk								
Washington Hts. Ev. H. S., Manhattan	51	36	4	1.6					4 wk	1 wk a.			
Washington Irving H. S., Manhattan	51	18	2	1.0	2 wk								
No. 3, Bronx	51	13	2	4.5	1 wk					1 wk m.			
No. 4, Bronx	51	34	4	5.8	2 wk	1 wk	*1*		2 wk	2 wk	2 wk	1 wk	1 wk.
No. 23, Bronx	51	50	6	7.3			1 wk		6 wk	6 wk	6 wk	2 wk	
No. 30, Bronx	51	34	4	8.9			1 wk	*1*	4 wk	4 wk	4 wk	4 wk	
No. 34, Bronx	51	22	3	1.7	1 wk				2 wk m.	1 wk m.			
No. 37, Bronx	51	17	2	1.0	2 wk								
No. 42, Bronx	51	34	4	10.5		2 wk	2 wk	2 wk	4 wk m.		2 wk	2 wk	
No. 43, Bronx	51	24	3	3.0	1 wk	*1*			4 wk m.				
No. 45, Bronx	51	21	2	1.9	1 wk	*4*	*2*		4 wk m.				
No. 46, Bronx	51	18	2	1.0	2 wk								
Bronx Ev. H. S. for Women, Bronx	51	24	3	4.5	1 wk	*3*	1 wk		1 wk	2 wk		1 wk	
Morris Ev. H. S., Bronx	51	34	4	3.6	2 wk	*1*		*1*	4 wk				
No. 6, Brooklyn	51	43	5	8.4	1 wk	1 wk			5 wk	5 wk	5 wk		
No. 19, Brooklyn	51	51	6	9.0					6 wk	6 wk	6 wk		
No. 30, Brooklyn	51	44	5	8.1	2 wk				5 wk	5 wk	5 wk	1 wk	1 wk.
No. 42, Brooklyn	51	36	4	7.3		1 wk			4 wk	4 wk	4 wk	4 wk	
No. 66, Brooklyn	51	36	4	9.4		*2*			4 wk	4 wk	4 wk	4 wk	
No. 84, Brooklyn	51	51	6	9.0		1 wk			6 wk	6 wk	6 wk	2 wk	
No. 91, Brooklyn	51	8	1	6.0					*2*	1 wk		1 wk	
No. 92, Brooklyn	51	20	2	1.8	1 wk	1 wk m.			4 wk m.				
No. 112, Brooklyn	51	27	3	1.0	1 wk						4 wk m.		
No. 116, Brooklyn	51	18	2	1.0	2 wk								
No. 117, Brooklyn	51	51	6	3.7	1 wk				5 wk a.	5 wk m.	6 wk		
No. 120, Brooklyn	26	11	3	1.0					2 wk m.				*2.*
No. 123, Brooklyn	26	15	3	2.0	1 wk m.				4 wk m.	3 wk m.			
No. 126, Brooklyn	51	15	2	4.5					2 wk	2 wk	2 wk		
No. 137, Brooklyn	51	18	2	1.0	2 wk								
No. 141, Brooklyn	51	15	2	9.9					2 wk	2 wk	2 wk		
No. 146, Brooklyn	51	36	4	7.2	1 wk				3 wk	3 wk	3 wk	1 wk	
No. 147, Brooklyn	51	51	6	16.3	1 wk			1 wk	6 wk	6 wk	6 wk	2 wk	
No. 149, Brooklyn	51	15	2	7.9		*1*			1 wk	2 wk	2 wk	1 wk	*1.*
No. 150, Brooklyn	51	8	1	6.0						1 wk		1 wk	
No. 155, Brooklyn	51	27	3	1.3	2 wk				4 wk m.				
No. 156, Brooklyn	26	13	3	1.0	1 wk m.				2 wk m.				
No. 157, Brooklyn	51	23	3	4.9	1 wk				2 wk	2 wk	2 wk	2 wk	
No. 158, Brooklyn	26	18	4	1.0					4 wk m.				
No. 159, Brooklyn	51	18	2	1.0	2 wk								
No. 168, Brooklyn	51	44	5	8.8	1 wk	*1*			4 wk	4 wk	4 wk		*4.*
Brooklyn Ev. H. S. for Men, Brooklyn	51	29	3	6.5	2 wk	*3*				1 wk		*1*	
Central Ev. H. S. for Women, Brooklyn	46	16	2	2.0	2 wk					2 wk			
Commercial H. S., Brooklyn	51	18	2	1.0	2 wk								

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914*—Continued.

Cities and schools.	Evenings covered by report.	Evenings school was open.	Evenings open per week.	Rooms used per evening.	Frequency of activities.								
					Lectures.	Entertainments, concerts, etc	Society meetings (adults).	Civic occasions, mass meetings, public discussions.	Athletics, gymnastics, bathing, active games, or folk dancing.	Clubs (social, athletic, etc.), or groups (musical, handicraft, etc.)	Rooms open for quiet games, reading, or study.	Dancing (social).	Social occasions (parties, banquets, etc.)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
New York (Greater), N. Y.—Continued.													
Eastern Dist. H. S., Brooklyn	51	18	2	1.0	2 wk.								
Ev. Tech. & Trade, Brooklyn	51	18	2	1.0	2 wk.	*1*							
Manual Trg. H. S., Brooklyn	51	18	2	1.0	2 wk.								
Williamsburg Ev. H. S. for Women, Brooklyn.	51	21	2	1.1	2 wk.	*2*	*4*	*1*		*1*			
No. 6, Queens	51	26	3	2.5	1 wk.	1 wk m.			2 wk m.	2 wk m.		2 mo m.	*1.*
No. 14, Queens	26	18	4	1.0					4 wk m.				
No. 39, Queens	27	19	4	2.5	1 wk m.	*1*			4 wk m.			1 wk m.	*2.*
No. 58, Queens	51	24	3	1.4	1 wk.				4 wk m.	1 wk m.			
No. 71, Queens	51	15	2	5.0					2 wk.		2 wk.		
No. 83, Queens	26	18	4	2.1		*1*			4 wk m.			*1*	
No. 86, Queens	26	14	3	2.2	1 wk m.					4 wk m.			
No. 90, Queens	27	23	5	2.3		1 wk m.	4 wk m.		4 wk m.	2 wk m.		2 mo m.	
Bryant H. S., Queens	51	24	3	2.4	1 wk.	1 wk m.	1 wk a.		1 wk.	1 wk.	2 wk.	1 wk.	1 wk. m.
Long Island City Ev. H. and Trades S., Queens.	51	24	3	2.3	1 wk.				2 wk.		2 wk.		
New Lots Ev. H. S., Queens	51	32	4	4.0					4 wk.		4 wk.		
No. 6, Richmond	51	16	2	3.2	1 wk.	*3*	*3*	*2*	1 wk m.	1 wk.	*3*	1 wk.	
No. 17, Richmond	51	15	2	3.0					2 wk.		2 wk.		
No. 18, Richmond	51	24	3	5.8	1 wk.		*1*		2 wk.	2 wk.	2 wk.	1 wk.	
Oakland, Cal.:													
Fremont H. S.	76	40	3		*1*					3 wk.			
Oakland H. S.	76	54	4						4 wk.	1 wk.			
Passaic, N. J.:													
No. 8	70	20	2	2.5	*4*			*2*	*5*	1 wk.	2 wk.	1 wk.	
Philadelphia, Pa.:													
Brown-Crispin	26	9	2	5.4					2 wk a.	2 wk a.	2 wk a.	2 wk a.	
Columbus	76	21	2	1.5				2 wk.		2 wk.	2 wk.	2 wk.	
Comly	26	13	3	2.2	*1*		*6*		2 wk a.	2 wk a.			

Cramp	76	20	2	4.2		1 mo		1 wk				1 wk. a.	
Durham	50	29	3	3.7	*2*	*3*			3 wk	3 wk			*2*
Gilbert	76	23	2	4.3	*3*	2 wk	*1*	*2*	2 wk	2 wk	*3*	2 wk	
Kendrick	76	21	2	5.6					2 wk	2 wk	1 wk	1 wk	
Madison	30	9	2	7.0					2 wk f.	2 wk f.	2 wk f.	2 wk. f.	
Marshall	76	18	1	3.2			*2*		1 wk	*1*	2 wk a.	2 wk. a.	
Northwest	76	21	2	8.5		*2*				2 wk	2 wk	2 wk	
Packer	76	20	2	8.3					2 wk	2 wk	2 wk		
Rhoads	76	20	2	5.0					2 wk	2 wk	2 wk		
Southwark	50	24	3	5.0					3 wk				
Stowe	76	13	1	6.9		2 wk a.	*3*		2 wk a.	*2*	2 wk a.	*1*	*1*
Wayne	76	21	2	5.1				*1*	2 wk	2 wk	2 wk	2 wk	
Wood	76	19	2	6.6		2 wk f.	*2*		2 wk	2 wk f.	2 wk	2 wk	
Central H. S.	76	20	2	1.9	*5*	1 mo	1 mo	*1*	1 wk	1 wk m.			
Wm. Penn H. S	76	24	2	1.1	*4*	*2*	*4*		1 wk	*3*			
Plainfield, N. J.:													
Franklin	76	21	2	1.0		*1*	*1*		*1*	1 wk		1 wk	
Washington	76	62	5	1.5	*4*	*3*	*1*	7	1 wk	2 wk	1 wk	2 wk	
Pomona, Cal.:													
High School	76	54	4	1.6	*4*	*3*	*3*			3 wk			*1* wk.
Princeton, N. J.:													
Nassau Street	76	57	5	3.0	1 wk	*6*	1 wk m.		2 wk	3 wk	1 wk	1 wk	2 wk.
Rhinelander, Wis.:													
High School	24	12	3	4.4			*5*		3 wk f.				
Rochester, N. Y.:													
No. 3	76	38	3	4.2	*1*	*1*			2 wk	1 wk			
No. 9	50	26	3	2.5		1 wk				2 wk			
No. 12	66	38	3	1.5	*1*		*3*			3 wk	1 wk f.		*3*
No. 14	50	22	3	1.4	1 wk		1 wk			2 wk			
No. 19	76	31	2	1.0	*2*	*2*			2 wk				
No. 20	76	63	5	2.1		*2*	*2*		6 wk				
No. 21	76	25	2	1.6	*2*	*1*			1 wk	2 wk			*2*
No. 24	76	28	2	3.6	*1*	*1*			2 wk	*1*	*2*	*3*	
No. 26	76	39	3	1.0	*1*	*2*	*15*	1 wk f.	1 wk	*4*	1 wk	3 wk	*2*
No. 27	50	10	1	2.6	*1*	*1*			1 wk		1 wk		
No. 36	50	22	3	1.4	*2*	*5*			2 wk	*2*	1 wk		
St. Louis, Mo.:													
Franklin	76	35	3	1.3		*2*			3 wk			1 wk	
Lafayette	50	21	3	1.0	*1*		*4*		2 wk				
Oak Hill	76	36	3	1.9		*4*	1 mo		3 wk				
Walnut Park	60	30	3	1.1			1 mo		3 wk				
Yatman H. S.	52	26	3	1.2	*2*	*2*			3 wk m.	1 wk m.			*1*
Schenectady, N. Y.:													
McKinley	76	41	3	1.3			*6*	*2*	1 wk.	1 wk m.	3 wk	1 wk	
Washington Irving	24	10	3	7.9					2 mo f.	2 wk f.		*3*	
South Orange, N. J.:													
Columbia	76	44	3	1.3	1 wk a.	2 wk	*1*	*3*	*6*	1 wk		*3*	*1*

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914*—Continued.

Cities and schools.	Evenings covered by report.	Evenings school was open.	Evenings open per week.	Rooms used per evening.	Frequency of activities.								
					Lectures.	Entertainments, concerts, etc.	Society meetings (adults).	Civic occasions, mass meetings, public discussions.	Athletics, gymnastics, bathing, active games, or folk dancing.	Clubs (social, athletic, etc.), or groups (musical, handicraft, etc.)	Rooms open for quiet games, reading, or study.	Dancing (social).	Social occasions (parties, banquets, etc.)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Trenton, N. J.:													
Columbus	50	39	5	4.2	....	....	1 wk f.	....	4 wk	....	....	1 mo	*1*
Gregory	50	19	2	1.2	....	*1*	....	*1*	....	2 wk	....	*1*	*1*
McClellan	24	12	3	1.3	....	*1*	2 mo f.	....	....	....	3 wk f.	....	
Carroll Robbins	76	27	2	1.1	....	....	*5*	*1*	1 wk	1 wk f.	....	....	*1*
Virginia, Minn.:													
North Side	76	48	4	2.0	....	....	....	....	4 wk	....	....	....	
Roosevelt	76	37	3	2.1	*5*	*1*	....	*1*	....	3 wk	....	....	
Technical H. S	76	40	3	1.1	....	....	2 mo	*2*	5 wk	....	....	....	
West Chester, Pa.:													
High School	52	27	3	1.1	2 mo	....	2 wk	....	1 wk	1 wk m.	....	....	
Wilkinsburg, Pa.:													
High School	76	25	2	1.2	*3*	*6*	....	1 wk	....	1 wk	....	....	*2*
Winchester, Mass.:													
High School	76	43	3	2.4	....	*6*	*3*	*3*	*4*	3 wk	....	2 mo	*3*
Winston-Salem, N. C.:													
Central Salem	76	25	2	1.0	....	....	....	....	....	2 wk	....	....	
High School	26	13	3	1.2	*6*	*4*	1 wk a.	....	....	....	....	....	*1*
Worcester, Mass.:													
Union Hill	26	4	1	3.5	*1*	....	....	....	....	1 wk m.	1 wk m.	*1*	

TABLE 3.—*Rooms used per evening in 11 cities during February, March, and April, 1914.*

Cities.	Schools reported upon.	Rooms used per evening.
Chicago, Ill	18	6.5
Des Moines, Iowa	6	1.7
Grand Rapids, Mich	10	1.8
Los Angeles, Cal	10	2.3
Louisville, Ky	4	3.6
Minneapolis, Minn	14	4.3
Newark, N. J	8	1.6
New York, N. Y	[1] 128	4.5
Philadelphia, Pa	18	4.7
Rochester, N. Y	11	2.9
St. Louis, Mo	5	1.3

[1] This figure includes schools used by the departments of public lectures, evening schools (only their recreational and social activities being included in the table), and evening recreation centers. In some of the buildings more than one of these departments operated at the same time. The average number of rooms utilized in 30 schools exclusively assigned as evening recreation centers was 6.8.

In an effort to ascertain what activities are arriving at a fixed status in extension work, a discrimination was made in Table 2 in the columns under the head of "Frequency of activities." The occasions which took place on fixed days of the week or month are reported in a manner which shows both their frequency and their regularity; those occurring irregularly, or sporadically, are reported by numerals which tell the number of such occasions during the period covered by the report; both sets of figures together record all the lines of work (other than organized night instruction) engaged in at the respective schools.

To ascertain the relative degree of regularity attained by the various lines of activity in these 53 cities, the times they were reported regular and the times irregular have been tabulated, and the results are shown in figure 1. The total number of times reported is a measure, too, of the prevalence of the various lines, and their ranks in this respect are shown by the lengths of the respective bars.

By inspection of the diagram it will be seen that the three most prevalent activities are some form of athletics, clubs for young people, and lectures, while the least common, as would have been expected, are the civic and the general social occasions. A school which is the scene of frequent mass meetings, banquets, and neighborhood parties has reached a completeness of socialization that is as yet not so very common. Athletics, club-work, and rooms for reading or quiet games are regular activities in 90 or more per cent of the cases reported, a fact which evidences their stability and importance in extension work. Lectures and entertainments, while in the upper half as respects prevalence, do not stand so high in regularity because of their popularity in schools whose extension activity is still in its early and rather miscellaneous stage. Games and clubs are naturally not started until a series of meetings or events can be arranged. The high degree of regularity attained by social dancing indicates that it has been introduced predominantly in schools where the extension work has been somewhat systematized and is therefore backed by definite and fairly strong forces. The parent-teacher and other adult society meetings are actually probably much more regular in their occurrence than appears from the diagram, but as many of them meet only once a month, and sometimes skip a meeting, their regularity would not be so apparent in an investigation covering only three months.

To obtain a more compact statement of the extension activities of these cities, a tabulation was made of their cards for the single month of March, the results of which are shown in Table 4. In 8 of the 53 cities included in Table 2 the records for March were either lacking or defective, and these cities were consequently omitted. The phrase "group-occasion," which appears at the head of several columns, means one meeting of one group, all the people meeting in one room being counted as one group. The Evening Use Record cards showed the number of rooms used for each occasion in each line of activity during the month. Thus, if a record showed that 5 rooms were occupied by clubs on a single night, that meant 5 group-occasions, and if the same number of rooms were used 4 times during the month it meant 20 group-occasions to the credit of club work.

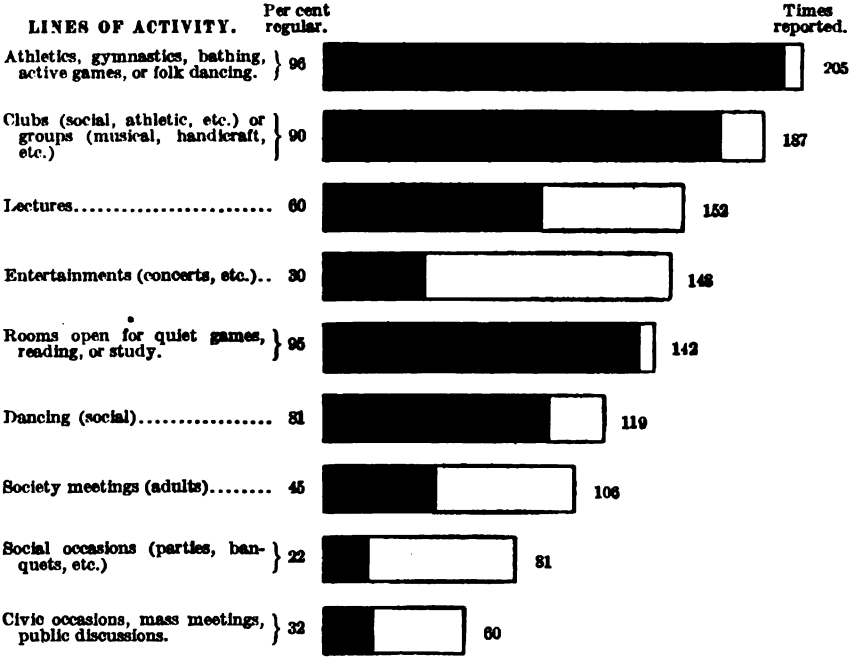

FIGURE 1.—Regularity of extension activities. Black portion of bar represents times activity was reported as occurring regularly and white portion times activity was occasional and irregular in occurrence.

TABLE 4.—*Number and character of evening occasions (other than regular night-school classes) in selected schools of 45 cities during March, 1914.*

City.	Schools open after 6 p. m. specified times a week.						All schools thus opened.	All group-occasions in these schools during March.	Group-occasions per school.	Per cents which the various classes of group-occasions formed of the total number for the city.								
	Six.	Five.	Four.	Three.	Two.	One.				Lectures.	Entertainments (concerts, etc.).	Society meetings (adults)	Civic occasions, mass meetings, public discussions.	Athletics, gymnastics, bathing, active games, or folk dancing.	Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).	Rooms open for quiet games, reading, or study.	Dancing (social).	Social occasions (parties, banquets, etc.).
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Bayonne, N. J.				1		1	2	33	17					12	37	39	12	
Catasauqua, Pa.				1			1	12	12		8	42		33	17			
Charles City, Iowa		1					1	43	43					100				
Chicago, Ill.				1	17		18	1,149	64	3	5	6	5	25	16	22	16	2
Cloquet, Minn.				1			1	15	15	27	7		6		33			27
Connersville, Ind.					1		1	7	7					100				
Decatur, Ill.				1			1	29	29	7	41				28			24
Des Moines, Iowa	1			1			2	61	30		10		5	33	28	14		10
Donora, Pa.					1		1	8	8						100			
East Chicago, Ind.			1	1			2	32	16				22		44	34		
Englewood, N. J.			1	1			2	42	21					33	12	48	7	
Grand Rapids, Mich.	4			1	5		10	268	27	3	7	4	3	11	25	39	3	5
Hannibal, Mo.					1		1	8	8			38			62			
Harrisburg, Pa.	1			1			2	47	23	13	4	34		49				
Huntington, Ind.					1		1	11	11						64			36
Jamestown, N. Y.						1	1	43	43		2	5		39	19	35		
Kalamazoo, Mich.	1		1	1	1	1	5	237	47		1	1		59	20	18		1
Lancaster, Ohio.		1					1	29	29		10			4	48	38		
Leavenworth, Kans.				1			1	17	17	18		29			47	6		
Los Angeles, Cal.		10					10	496	20	1	2	1	1	36	16	39	3	1
Louisville, Ky.				1	1	2	4	101	25	6	10	2		28	24	8	17	5
Minneapolis, Minn.	1	1	2	5	4		13	913	70	5	6	10	11	22	25	14	5	2
Newark, N. J.		1	3	1			5	122	24	6	6	1		81		6		
Newark, Ohio.			1				1	21	21	9	62	5			10	9		5
New Brunswick, N. J.					1		1	36	36					39		39	19	3

TABLE 4.—*Number and character of evening occasions (other than regular night-school classes) in selected schools of 45 cities during March, 1914.*—Contd.

City.	Schools open after 6 p. m. specified times a week.						All schools thus opened.	All group-occasions in these schools during March.	Group-occasions per school.	Per cents which the various classes of group-occasions formed of the total number for the city.								
	Six.	Five.	Four.	Three.	Two.	One.				Lectures.	Entertainments (concerts, etc.).	Society meetings (adults)	Civic occasions, mass meetings, public discussions.	Athletics, gymnastics, bathing, active games, or folk dancing.	Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).	Rooms open for quiet games, reading, or study.	Dancing (social).	Social occasions (parties, banquets, etc.).
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
New Orleans, La.						1	1	8	8		50						50	
Newton, Mass.	1				1		2	45	22		2				11	78		9
New York, N. Y.	25	16	37	10	34	6	128	11,294	88	7	2	2	1	33	30	19	5	1
Oakland, Cal.			1	1			2	37	18	2				49	49			
Passaic, N. J.					1		1	27	27	11				8	33	33	15	
Philadelphia, Pa.				2	5	5	12	507	42	2	4	2	2	45	24	12	8	1
Plainfield, N. J.			1		1		2	35	17	3		6	6	8	28		49	
Pomona, Cal.			1				1	29	29	4	3	3			76			14
Princeton, N. J.			1				1	64	64	6	3	6		20	33	8	6	18
Rochester, N. Y.	1			4	5	1	11	275	25	1	5	3		53	26	4	8	
St. Louis, Mo.				5			5	91	18	1	3	6		81	4		4	1
Schenectady, N. Y.		1					1	30	30			10		14	10	43	23	
South Orange, N. J.				1			1	15	15		33	7	13	20	20			7
Trenton, N. J.		1			2		3	99	33			6	1	71	13		8	1
Virginia, Minn.		1	1	1			3	78	26	2				67	31			
West Chester, Pa.			1				1	16	16	13		31		25	25		6	
Williamsburg, Pa.					1		1	14	14		21	7	36		29			7
Winchester, Mass.			1				1	25	25					16	44		16	24
Winston-Salem, N. C.					1		1	9	9						100			
Worcester, Mass.						1	1	14	14	7					57	29	7	
Total.	35	33	53	43	84	19	267	16,492	1,203									

The justification for this practice is to be found in the fact that in school extension the administrative unit is always the group. The aim of the organizer or director is always to bring together an audience, a class, a club, an association, a coterie, or some other kind of group. He seldom works purely for numbers. It may require quite as much effort to organize a boys' club of 20 members as to bring together an audience of 100 people. It is believed, therefore, that the number of group-occasions held is a more accurate measure of the products of administrative energy than the aggregate attendance.

Each line in Table 4 gives a concise summary of a city's extension work. It shows how many schools were open for the various frequencies a week, the whole number of schools open, how many group-occasions occurred, and how these were distributed among the various lines of activities. The per cents in the columns 11–19 show in comparable terms the stress laid on the different activities by the respective cities.

A general tendency is observable in the fact that most of the cities reporting high numbers of schools open are credited with high numbers of group-occasions per school. That is, the more general school extension is, the more intensively it is prosecuted. Group-occasions in all 9 categories of activities are reported by Chicago, Grand Rapids, Los Angeles, Minneapolis, New York, and Philadelphia—cities which have highly developed extension systems under school board, park board, recreation commission, or some other form of municipal control. Louisville, which exhibits 8 lines of activity, has a system administered entirely by voluntary agencies, the board of education furnishing only heat, light, and janitor service and some equipment. The totals for columns 2–9 are as follows:

Summary of Table 4.

Schools open per week in March, 1914:	
Six times	35
Five times	33
Four times	53
Three times	43
Two times	84
Once	19
Total	267
Activities for March, 1914:	
All group-occasions	16,492
Group-occasions per school	62

From the above it would appear that 2 and 4 times a week are the preferred frequencies, with 6 times next, but a closer examination shows that this order is due to the heavy numbers in the larger systems. Giving all cities the same weight, without respect to the number of schools reported, it is found that more cities report under

3 times, with 2 and 4 times coming next, and 6 times last. In the same way the number of group-occasions per school is boosted by the figures from such cities as New York, Minneapolis, and Chicago, the average of the averages for all 45 cities being only 27 group-occasions per school.

LINES OF ACTIVITY COMPARED AS TO VOLUME.

The distribution of the total number of group-occasions presented in Table 4 among the 9 lines of activity is shown in Table 5.

TABLE 5.—*Distribution among lines of activity of all group-occasions in 45 cities during March, 1914.*

Activities.	Group-occasions.	Per cent.
Athletics, gymnastics, bathing, active games, or folk dancing	5,504	34
Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.)	4,516	27
Rooms open for quiet games, reading or study	3,165	19
Dancing (social)	999	6
Lectures	784	5
Entertainments (concerts, etc.)	539	3
Society meetings (adults)	535	3
Civic occasions, mass meetings, public discussions	233	2
Social occasions (parties, banquets, etc.)	217	1
Total	16,492	100

On page 42 we saw that the three lines of activity ranking highest in respect to regularity were athletics, club work, and reading or game rooms. That ranking was based upon the *number of times* they were reported regular in extension programs. Table 5 shows where these three lines stand in a comparison made on the basis of *bulk*. Measured by the group-occasion unit, the three make up 80 [1] per cent of the product of school-extension energy in the 45 cities, assuming that the March programs are fairly representative for the whole season. As these cities exhibit a wide range of activity and are well scattered geographically, it is reasonable to believe that the importance which they give to athletics, club work, and study or games rooms is typical for the whole country. Eighty per cent may be an overstatement of the proportion. "Pulling off" five basket-ball games may not represent five times the effort required to "put on" one lecture, but the ratio is certainly nearer five than it is one. The main conclusion, then, to be drawn from Table 5 is that about three-quarters of the effort put into aggressive and systematic school extension is expended upon recreation, while the remaining quarter goes into activities of a cultural, civic, or social character.

But, as has been pointed out, a unit of administrative energy expended upon a lecture ordinarily reaches more people than one expended upon a boys' club. The groups assembled by the several kinds of activity vary in size. To show the approximate number of human beings affected by the extension work in these 45 cities during a single month is the purpose of Table 6. Since the Evening Use Record cards did not give any data upon attendance, it has been necessary to estimate the size of the average group in each line of activity. The estimates which have been made are lower than the attendance figures given in many printed reports; so it is believed that they constitute a conservative statement of the actual facts.

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[1] With New York City's 11,294 group-occasions subtracted, the per cent for these three lines of activity is 73, but the ranking of the various lines is substantially the same.

TABLE 6.—*Estimated attendance at 16,492 group-occasions in 45 cities for March, 1914.*

Activities.	Group-occasions.	Attendance estimated per occasion.	Aggregate attendance.
Athletics, gymnastics, bathing, active games, or folk dancing	5,504	35	192,640
Dancing (social)	999	150	149,850
Lectures	784	150	117,600
Entertainments (concerts, etc.)	539	200	107,800
Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.)	4,516	20	90,320
Rooms open for quiet games, reading, or study	3,165	25	79,125
Social occasions (parties, banquets, etc.)	217	250	54,250
Civic occasions, mass meetings, public discussions	233	150	34,950
Society meetings (adults)	535	40	21,400
Total	16,492	1,020	847,935

What these figures mean in the terms of human welfare will be more apparent if we think of the 847,935 attendances as so many evenings spent in wholesome activity within an improving environment by persons many of whom would otherwise have spent that time in less beneficial or positively harmful pastimes. This total does not represent that many different beneficiaries, because it frequently includes several attendances of the same individual. It represents rather 847,935 *impacts* upon human beings of the school's elevating influence, and whether scattered over many persons or concentrated upon a few, it summarizes the tremendous force for righteousness that was exerted by one month's extension work in these 45 cities. It will possibly bring the actual effects of such a force closer to the comprehension, if we translate it into the terms of a more continuous influence upon fewer persons. For example, the combined attendances in athletics, clubs, and games, or reading rooms, if confined to 115 boys, would make it sure that every one of their weekday evenings throughout the troublesome years from 15 to 25 would be spent in the safe shelter of the schoolhouse. If the 149,850 attendances at social dancing were similarly concentrated, they would afford 144 couples weekly dances under wholesome auspices for the same number of years. How many out of every 115 average city youths, or what proportion of every 144 boarding-house and apartment-dwelling young couples are irretrievably wrecked during this period of life by the saloon, the vicious dance-hall, and the burlesque theater, no one can state, but that some number, some proportion, of them are thus actually lost is the certain conviction of every well-informed person. Now, whether this ratio is 50 or 5, is not the salvage that would be affected by opening all the school buildings evenings worth to society all the expenditure of effort and means it would cost?

The dullness, the prosiness, and the isolation from live social and civic currents which are so often the lot of the middle-aged—how much were they mitigated by this month's extension work? If the combined attendances at the lectures, entertainments, civic occasions, and society meetings were spread out, they would yield a weekly entertainment to 135 husbands and wives for two decades. Combining the estimated figures for all lines of activity, they represent 3 evenings a week of well-employed leisure for 76 persons throughout the length of life allotted to mankind by the scriptures. The proportions of the attendances in the several lines of activity are graphically shown in figure 2.

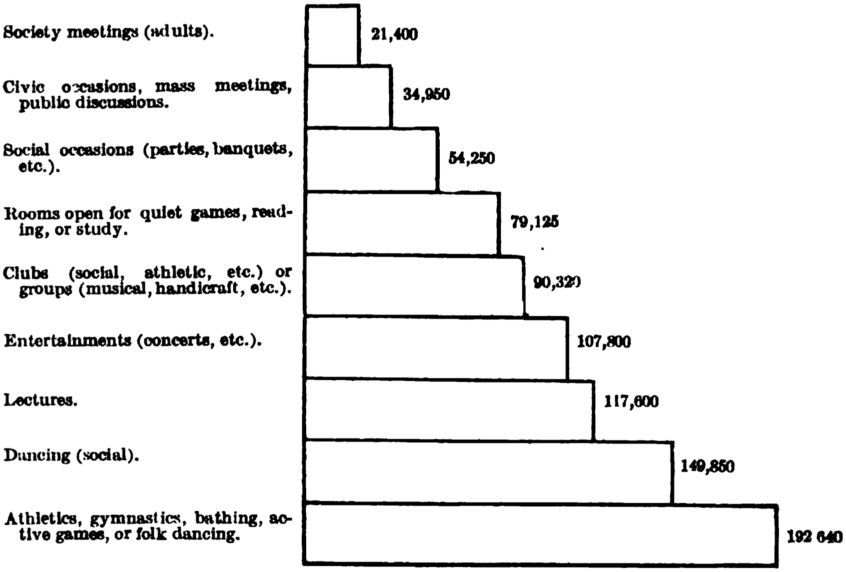

FIGURE 2.—Lines of activity compared as to the number of persons benefited. Based upon an estimated aggregate attendance of 847,935 at 16,492 group-occasions in 45 cities during March 1914.

We have been attempting to state the amount of organized extension work in 267 public schools of 45 cities during a single month of the winter of 1913–14. The total amount of such work in all the cities of the country during that season can only be conjectured. We have presented in Table 2 the records of 296 schools in 53 cities. According to trustworthy reports possessed by the Russell Sage Foundation,

ASSOCIATED PHOTO CO.

A. THE LOUISVILLE HOUSEKEEPERS' CONFERENCE CELEBRATING.

B. AN UNUSED SCHOOLROOM WHICH BECAME AN ATTRACTIVE LIBRARY STATION.

A. SOCIAL CENTER GROUPS HOLDING A PLAY FESTIVAL.

B. A LITTLE MOTHERS' CLUB LEARNING THE MYSTERIES OF BABY'S BATH.

A. A MILWAUKEE POOL ROOM THAT IS NOT ATTACHED TO A SALOON.

B. AN ITALIAN BAND THAT WAS HELPED BY THE PRIVILEGE OF PRACTICING IN A CLASSROOM.

A. DANCING AMONG FRIENDS AT ONE OF THE NEW YORK RECREATION CENTERS.

Ev. Rec. Centre, P.S. 171, Man.
Gymnastic Exercises.

B. PHYSICAL CULTURE WITHOUT FEES.

there were the same season at least 29 other cities [1] which carried on systematic extension work. They did not appear in Table 2 because no Evening Use Record cards were received from them. The supplementary reports from these 29 cities indicate, however, 105 schools which would have been eligible for inclusion if cards had been sent in. This number added to the 296 enumerated in Table 2 gives us a total, in round numbers, of 400 schools which may be rated as in the same general class as respects volume of evening occasions. We have already seen (summary of Table 4) that 267 schools, or about two-thirds of the 400, provided over 16,000 group-occasions in one month. To say then that the 400 must have provided some 24,000 occasions in the same period would be a logical conclusion were it not for the practical certainty that the untabulated third would not average up as highly as the tabulated two-thirds. This certainty is based upon the fact that New York City alone furnished 11,294, or 68 per cent, of the 16,492 occasions shown in the tables, and there are, of course, no other cities of the same size in the untabulated group. With New York left out of Table 4, the number of group-occasions per school was 37 and this is probably a safe average to attribute to the untabulated 133 schools. An estimate computed on this basis gives 21,413 evening group-occasions in 400 schools during March, 1914.

The length of the school extension season in the different cities varies greatly. In a few it lasts throughout the year; in a small number October and April mark its limits; in many places it does not get well under way until some time in November, and gradually tapers off in March. To estimate a three months' season as the average for the country as a whole is probably putting it well within the actual fact, and, since March is one of the poorer months, multiplying its figures by three to obtain the grand total of 64,239 group-occasions for the season is a calculation that also leans toward conservatism. The attendances estimated per occasion in Table 6 average 51 for all lines of activity. On the same basis the 64,239 group-occasions would represent an aggregate attendance in the 400 schools during the winter of 1913–14 of 3,276,189. That is to say, the gatherings (outside of the regular night-school classes) in those schools of 82 cities which were devoted to systematic extension work totaled for one season over three and a quarter millions of people. These figures are, of course, not set forth as accurate statistics of attendance. They represent merely an estimate, but one that is believed to be well below the real fact.

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[1] These cities are: Allentown, Pa.; Aurora, Ill.; Baltimore, Md.; Bloomfield, N. J.; Boston, Mass.; Buffalo, N. Y.; Cincinnati, Ohio; Cleveland, Ohio; Detroit, Mich.; Duluth, Minn.; Gary, Ind.; Hoboken, N. J.: Jersey City, N. J.; Kansas City, Mo.; Lawrence, Mass.; Lexington, Ky,; Milwaukee, Wis.; Omaha, Nebr.; Orange, N. J.; Pittsburgh, Pa.; Reading, Pa.; Richmond, Va.; St. Paul, Minn.; San Francisco, Cal.; Santa Rosa, Cal.; Superior, Wis.; West Hoboken, N. J.; West Orange, N. J.; Youngstown, Ohio.

It will be remembered that no schools (see p. 30) were included in Table 2 whose evenings open fell below twice a week (or one night for two lines of activity) in frequency during the period of the report. This rule excluded not only many schools located in the 53 cities represented in the table, but all of the schools in 52 other cities[1] from which filled-out Evening Use Record cards were received. So the extension work we have analyzed in detail is that of selected cities and in each city of selected schools. It represents only a slice off the top of a pyramid of wider use, whether viewed from the standpoint of the country as a whole or that of the individual city. The lower part of this pyramid, in the case of the country, was vaguely outlined in the first list (Table 1) of 603 cities. To give for the individual city a more definite idea of the excluded portion of the pyramid is the object of Table 7. In these five cities the completeness of the records furnished by the school authorities enables us to state accurately the number of the schools whose evenings open were below the standard of frequency which we arbitrarily set and how many group-occasions took place in them during one month.

TABLE 7.—*Group-occasions during March, 1914, in selected (tabulated) schools compared with those of excluded schools in five cities.*

Cities.	Selected.			Excluded.		
	Schools.	Group-occasions.	Group-occasions per school.	Schools.	Group-occasions.	Group-occasions per school.
Louisville, Ky.	4	101	25	32	58	2
Minneapolis, Minn.	13	913	70	32	389	12
Philadelphia, Pa.	12	507	42	58	462	8
St. Louis, Mo.	5	91	18	45	90	2
South Bend, Ind.	0	....	....	11	41	4

The figures for four (South Bend not in tabulated list) cities show that the schools in the excluded list are from three to nine times as many as those in the selected lot, and while they can not be taken as the ratio for the country as a whole they throw a clear side light upon the broad, pyramidal outlines of the extension work in the individual city. Generalizing roughly, the extent of wider use is inversely proportional to its intensity.

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[1] Cities reporting extension activities which are not tabulated: Adrian, Mich.; Annapolis, Md.; Beardstown, Ill.; Beverly, Mass.; Boulder, Colo.; Charleston, S. C.; Chelsea, Mass.; Chicopee, Mass.; Clinton, Mass.; Dunkirk, N. Y.; Elmira, N. Y.; El Paso, Tex.; Everett, Mass.; Fargo, N. Dak.; Fresno, Cal.; Greenfield, Mass.; Harvey, Ill.; Holyoke, Mass.; Iola, Kans.; Kansas City, Mo.; La Salle, Ill.; Leominster, Mass.; Marquette, Mich.; Marshfield, Wis.; Michigan City, Ind.; Muskegon, Mich.; Nelsonville, Ohio.; New Bedford, Mass.; Noblesville, Ind.; Olympia, Wash.; Pana, Ill.; Pasadena, Cal.; Paterson, N. J.; Prescott, Ariz.; Rahway, N. J.; Rutherford, N. J.; St. Cloud, Minn.; Santa Ana, Cal.; Scranton, Pa.; Selma, Ala.; South Bend, Ind.; Southington, Conn.; Springfield, Ill.; Springfield, Mass.; Stoneham, Mass.; Summit, N. J.; Swissvale, Pa.; Wabash, Ind.; Westerly, R. I.; White Plains, N. Y.; Whiting, Ind.; Windber, Pa.

EXTENSION ACTIVITIES BEFORE 6 P. M.

Brief mention only can be made of the growth in activities in public schoolhouses during the interval between the afternoon dismissal of classes and nightfall. In high schools this has long been a favorite period for meetings of student societies and athletic contests both in and out of doors, and now a similar practice has got under way in the elementary schools. In many places, immediately after school is the hour for the teachers' meeting and the time when the mothers' club meets in the kindergarten. To these occasions are being added others which have grown out of various local educational and social needs. For example, in Grand Rapids, Mich., parochial classes in domestic science use the public schools on certain afternoons from 4 to 6 o'clock, and three times a week the parents' council meets at 3.30 p. m. In Evanston, Ill., a children's class in gymnastic dancing supported by membership fees, a children's orchestra, the room basket-ball teams, and several other pupil organizations keep school buildings open after the ordinary closing time. These are samples only of the miscellaneous afternoon occasions which are developing spontaneously in the schoolhouses of many cities.

In some places the after-school day activities have been placed upon a systematic basis. In Louisville, Ky., programs averaging from 82 to 20 group-occasions a month were given during the season of 1913–14 in four schools, which, after supper, were also devoted to social center work. The afternoon activities included story telling and lectures, entertainments, adult society meetings, some form of athletics, club work, and games or reading rooms. For a number of years the physical training department in Newark, N. J., has organized folk dancing, basket ball, and games for the after-school enjoyment of the regular pupils, and similar opportunities are afforded in other cities, sometimes under a school athletic league and sometimes under a playground organization. In New York City much of the Public Schools Athletic League work has for many years been carried on at the close of classes. For the school year of 1913–14 the physical training department of this city was allowed an appropriation of $79,000 for opening 163 after-school play centers. Through this provision playrooms and yards were thrown open, under supervision, to the public from 3 to 5 p. m. five times a week. The attendance and growth of this work are indicated by the following figures:

TABLE 8.—*Attendance for two years on March 5 at the New York after-school play centers.*

	1914	1915
Boys	88,359	126,977
Girls	15,909	21,758
Total	104,268	148,735

Other phases of this subject are the (*a*) lengthening of the regular day program as illustrated in the case of the Gary plan and its imitators, and (*b*) the extension of the school year that is accomplished by the vacation session and the all-year school, but no recent data upon these features are available for this discussion. Casual reports, however, indicate steady growth in all of these fields.

LETTING REGULATIONS.

The marked increase of late years in miscellaneous evening occasions in school buildings is largely due to the new spirit which has appeared in school letting rules. It does not yet pervade all of them, but each year sees an extension of its vogue. It is well expressed in the regulations (published March, 1914) recently adopted by the Joliet (Ill.) Board of Education.

> In order that the public school plant may serve a wider community use, the board of school inspectors will bear the expense of lighting, heat, and janitor service when the school is used for the following purposes:
>
> (1) Adult clubs or organizations for the discussion of educational, civic, and community problems.
>
> (2) Public lectures, entertainments, or indoor recreational or educational activities.
>
> (3) Club work among young people—literary, musical, dramatic, social—under supervision arranged by the school authorities.
>
> (4) Political discussions may be permitted when announced in advance, and equal opportunity given for presentation of both sides of the question, in accord with the American spirit of fair play.
>
> The above activities must be determined and controlled by a free organization of patrons and teachers of the community. The present rule barring the use of tobacco on school premises must be respected.

Free use of school accommodations has for some time been pretty generally accorded to parent-teacher societies and other associations with allied aims. Some cities still forbid the holding of pay entertainments by such organizations, while others give this privilege when the proceeds are for the advancement of educational purposes or for the benefit of the general public. When any charge is made to bodies in this group, it is usually only that required for the extra compensation of the janitor. A minority of cities ask such organizations to defray also the expense of heat and light.

But the more significant fact is the tendency that is exhibited in the Joliet rules just quoted. It is the recognition of the principle that a school board is exercising an educational function when it gives the use of an auditorium to a woman's club, an antituberculosis society, or an amateur musical club. If the occasions of these and similar organizations do add to a community's fund of knowledge, culture, and civic life, then the facilitation of them through the donation of school accommodations is strictly within the purposes of a board of education. This attitude is illustrated in a rule passed by the school board in Long Branch, N. J., after the opening of a new building:

> It shall be open to all meetings of citizens for the discussion of public questions intended to benefit the city; for meetings of civic clubs; for meetings of associations of unrestricted membership, whose object is improvement or public welfare, as woman's clubs, choral societies, etc.; for entertainments and lectures to which the public are admitted free or of which, if admission is charged, the proceeds are for the benefit of the general public.

The difficulty inherent in applying such a hospitable rule is that of making certain that public motives predominate over private motives in the purposes of the group desiring to use the buildings. A solution of this problem, which is widely favored, is the requirement of *unrestricted* membership already mentioned in the Long Branch rule. Wisconsin, California, Indiana, and Maryland have made it obligatory, by legislative enactment, upon school boards to grant the privileges of school edifices to all nonpartisan, nonsectarian, and nonexclusive organizations *without cost.*

Of course every evening opening of a schoolhouse does cause additional expense to somebody. The janitor's good nature will cover a slight margin of extra work, but its limits are very quickly found. The contingent fund or some margin in the general maintenance appropriation ordinarily gives a school board a certain amount of leeway in supplies of gas, electricity, or coal. Within this leeway a certain number of extra demands can be made upon these supplies. When, however, the evening occasions exceed that number, some definite provision has to be made for the extra cost. In the majority of cases now it is assessed, as accurately as it can be estimated, upon the organizations which enjoy the use of the buildings.

A clear formulation of this principle, together with some experience gained in applying it and a recognition of the wisdom of appropriating funds definitely for the defrayal of the expenses incidental to the opening of school auditoriums for public purposes, is to be found in the following statement (dated Dec. 13, 1913) by Supt. Henry Snyder, of the policy pursued by the Jersey City Board of Education:

> In the spring of 1912 the board of education began the practice of allowing recognized political parties, or local divisions of them, to use any of the schools that might be desired for political meetings. It is very interesting to note that on May 22, 23, 24, and 25, 1912, Senator La Follette, ex-President Roosevelt, President Taft, and Gov. Wilson, candidates for the Presidency of the United States, successively appeared and delivered addresses in the order named in the auditorium of the William L. Dickinson High School. Political meetings were held in the schools in the spring and fall of 1912 and in the spring and fall of 1913.
>
> As has been stated, the board of education pays the cost of maintaining community centers. For the present school year the board has also assumed the cost of operation in the case of the People's Institute. In the cases of other activities, however, no provision has been made for defraying the cost of operation out of public funds. The

board has, therefore, required all outside agencies which use the school buildings to pay the actual cost. The board has carefully avoided considering the amount so paid as rental. It has determined as accurately as possible the actual cost to the board of opening and operating the schools used for public purposes, and has required those who use them to pay, in each case, the sum fixed. This policy has been followed because the board did not wish to divert the moneys appropriated for the education of the young in the day schools or other schools to other purposes. At the same time it has been our belief that the public should have as generous use of the school buildings as was consistent with their use by pupils of school age, and that, therefore, the board could not be justified in charging a "rental" which might be intended as a source of profit, drawn necessarily from the people. While such a profit, if there were one, should of course be devoted to regular school purposes, it would practically be an additional incidental appropriation or contribution made by the people. While the amount might be small, the principle involved could hardly be defended. Furthermore, it has been our desire not to place obstacles in the way of the use of the school buildings by the public by imposing a charge for such use which might be prohibitive, but on the other hand to encourage such use by fixing the charge at the actual cost to the board. We believe, moreover, that the board of education or the city should provide funds for the use of any school which may be granted by the board of education to citizens, and hope that specific appropriations may be made for the purpose. It should be assumed that from the public use of the school buildings by the public, authorized or permitted by the board of education, there will accrue a recognized public benefit and that the cost of such use should therefore be paid by the public.

The board of education has as yet not adopted formal rules regulating and limiting the use of school buildings by the public. It has preferred to act on each application in accordance with a liberal yet careful policy. It does not, on the one hand, desire to prevent any proper use of the buildings, nor on the other hand does it desire to put itself in a position in which it would be compelled by a technical interpretation of formal rules to allow the use of school buildings for private or personal profit. As experience accumulates, it will be possible to formulate in time liberal and yet wise rules which will accomplish both purposes.

I ought to say that the experience that we have had in permitting the general use of the schools to the public has justified the policy of the board of education. We find that the public has appreciated the privilege. We have, of course, always made ample provision for protecting the buildings against damage and have required those using the buildings to pledge themselves to repair any damage. I am glad to say that those who have used the buildings have been careful of them and have not inflicted any material damage. They have recognized quite willingly the propriety of the prohibition against smoking in the buildings and have complied in general with the requirements, which have been the same as those which govern the usual school gatherings.

The suggestion made above that a municipality might well make a specific appropriation for the purpose of facilitating the wider use of school buildings by outside organizations has already been applied by New York City. This city's school budget for 1914 contained a sum of over $5,000 and that of 1915 one of over $9,000 for the payment of janitors' fees in connection with the social center activities carried on in public schools by a number of voluntary organizations. These bodies were contributing funds and workers to the maintenance of wholesome amusements and social opportunities in addition to those being provided by the board's regular recreation workers. By taking over the janitor's fees the city authorities not only showed a substantial recognition of the importance of the work but were of direct assistance in extending it. The amount of the appropriation is determined through consultation with the representatives of the voluntary associations upon the basis of their respective schedules of schoolhouse occasions planned for the coming year. This instance illustrates an interesting development in the relation between school boards and voluntary organizations. It shows the feasibility of granting permits for an extended period of time to outside bodies of approved responsibility and a sincere interest in public welfare.

Some of the social center organizations just referred to in New York City were maintaining activities in school buildings four or five nights a week. Under such circumstances a special permit could not of course be issued for each occasion, so a practice developed of giving to such organizations an extended permit revocable at the pleasure of the board, granting the use of certain accommodations for an indefinite period. In accordance with the provisions of this understanding, these organizations have also been holding concerts, motion-picture entertainments, and social dances, at which an admission fee has been charged. The funds thus obtained have been used for the maintenance of the activities. A statement of receipts and disbursements is made periodically by the organizations to the board of education. This practice has now been going on for several years, and at the present time there are some score or more of schools in which voluntary groups are operating. In consideration of the wholesale character of the use which is made of school property and the public ends thereby accomplished, there is a propriety in making special arrangements and rates for these cooperating organizations. This practice has of course been followed in the case of home and school organizations in many cities. It is now being extended to other groups having more or less similar purposes.

In regard to the use of school buildings by religious organizations, no new tendency seems to be discernible. The greatest variety of practice prevails. In some places the ban upon all sectarian occasions within school premises is rigidly maintained, while in others considerable latitude is allowed. In Grand Rapids certain grades from the parochial schools come afternoons to the public school for domestic science instruction. In Sioux City, for example, many of the schools are used for Sunday School purposes, while the Jewish people and some other sects are using the schoolhouses after 4 o'clock for their own particular instruction. These are sporadic instances. In isolated communities of a common religious persuasion school buildings have always been and are still used more or less frequently by sectarian organizations; but that such use is on the increase or on the wane can not be confidently stated.

In respect to the political use of school buildings, however, there are evidences of a growing liberality. During the spring election of 1914 in Chicago, 142 school buildings were used for political meetings, four-fifths of which were under partisan auspices. At the same election 75 school buildings were used as polling places. Reference has already been made to the political meetings in Jersey City school buildings, and the reports from the country as a whole show a notable increase in such occasions. In practically all of these instances, especially in the case of meetings under partisan auspices, a fee is charged, generally somewhat in excess of the actual cost for opening the building. The letting of school buildings at a fee which involves a profit for all sorts of occasions is very general throughout the United States. The more significant changes in school board policy are those in the direction of greater hospitality to outside organizations as outlined above.

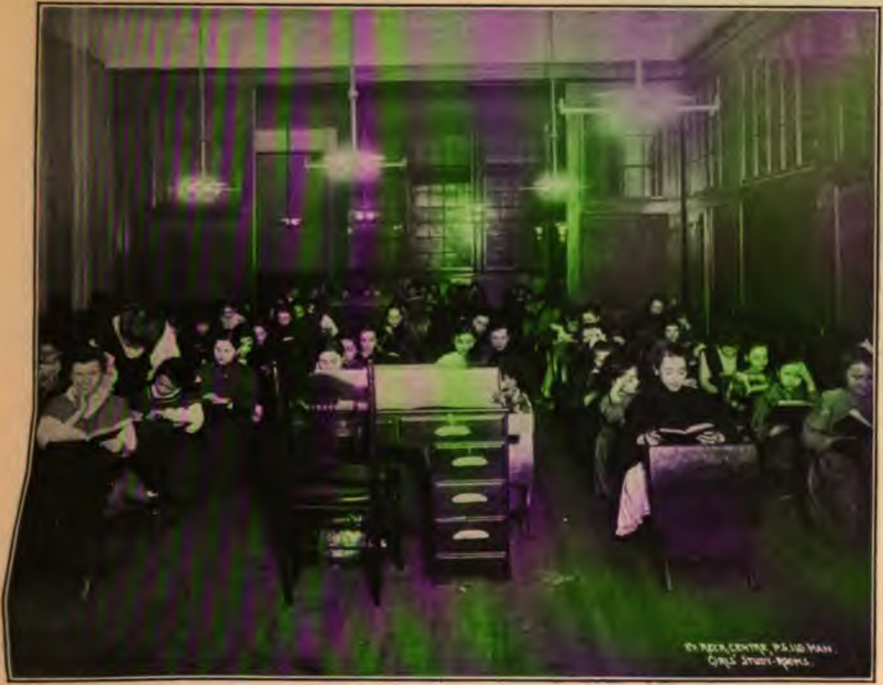
TYPES OF SCHOOL EXTENSION ADMINISTRATION.

In the evolution of administrative machinery the earliest form is probably represented by the passive letting of school accommodations to outside groups. Even within this stage there are degrees of effectiveness. Some school boards which have not yet taken an aggressive attitude have nevertheless encouraged wider use through simplification of the letting procedure and thus really have brought about considerable use of school property outside of class hours.

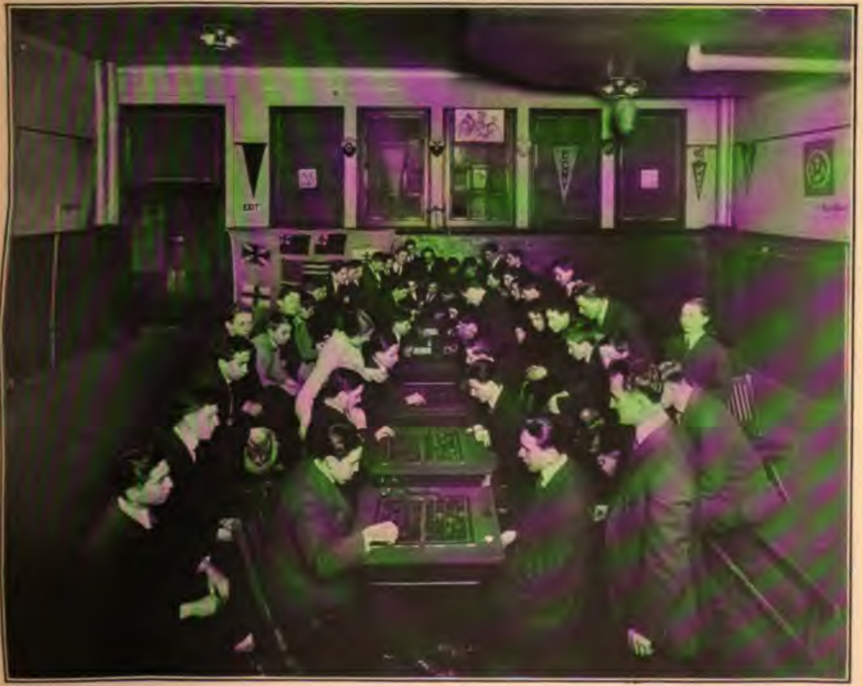
In Cleveland, Ohio, during the school year 1913–14, 298 organizations used the gymnasiums and auditoriums of 74 buildings a total of 1,932 times, for which privilege they paid custodians' fees amounting to $1,729.81. The records of many other cities would show an extended use of a similarly spontaneous character.

School extension administration does not, however, assume a positive form until there is some body, or specialized part of some body, whose specific purpose it is to initiate and carry on extension activities. At first this new function is ordinarily assumed by some body outside of the school or municipal government. As it grows in size and importance, it passes from the voluntary body to some branch of the municipal government—in its ultimate phase, to the board of education. Examples illustrating the different steps in this evolutionary process may be briefly mentioned.

1. *Voluntary initiative and support.*—In Allentown, Pa., Wheeling, W. Va., and Youngstown, Ohio, the local playground association provides a supervisor and supports social centers in public schools. The voluntary organization may also be a woman's club or some other association. In Trenton, N. J., it is the Social Center League, whose work has the assistance of principals and teachers.


EV. RECR. CENTRE, P.S. [illegible] MAN.
GIRLS' STUDY-ROOMS.

A. PREPARING THE SCHOOL WORK IN A STUDIOUS ENVIRONMENT.



B. A CHECKERS TOURNAMENT.

An old-time amusement affording increased enjoyment.

A. BALLOTING FOR THE OFFICERS OF A NEW YORK COMMUNITY CENTER ORGANIZATION.

B. A NEIGHBORHOOD COMMISSION WHICH GOVERNS THE CENTER AT P. S. 41, MANHATTAN, NEW YORK CITY.

A. A HUNGARIAN DANCE IN A "PAGEANT OF ALL NATIONS."

This affair was produced by the community center at P. S. 63, Manhattan, New York City. Courtesy of International News Service.

B. THE MOTHERS OF A NEIGHBORHOOD GETTING TOGETHER.

2. *School board committee with citizen cooperation.*—This type is exemplified in Saugerties, N. Y., and Hannibal, Mo. In Plainfield, N. J., there is a citizens' committee on evening recreation, in which the board of education is represented by its president and the superintendent of schools. This body employs the supervisor and controls the extension activities, maintenance funds for which are provided in part by the school board. In Louisville, Ky., the social centers are severally maintained by a local neighborhood organization. Each of these bodies sends two representatives to the "Social Center Council," which is composed of a member of the board of education, the superintendent of schools, the business director of the board, the director of the social centers (a volunteer), and the representatives from the various centers. The school board provides heat, light and janitor service, and a liberal amount of equipment.

3. *Municipal body other than school board.*—Under an arrangement promoted by the local playground association in Grand Rapids, Mich., the park and school boards together maintain a department of municipal recreation, the board of education having jurisdiction over the social center, public school athletic league, and boy scout activities in the school buildings and the board of park commissioners controlling the playgrounds, swimming pools, and winter sports. These activities are all under the direct management of the supervisor of the department of municipal recreation. In this city the public library maintains branches open from noon until 9.30 in the evening in six school buildings. In Philadelphia, the social centers formerly conducted by the Home and School League are now carried on by the Municipal Recreation Commission. In Kansas City, Mo., the Public Welfare Board cooperates with the board of education in the conduct of miscellaneous meetings, entertainments, and club activities in schoolhouses.

4. *Management vested in the school board.*—This, the final stage in the administration of extension activities, also exhibits various degrees of development, corresponding to the rank of the person put in charge and the size of the staff employed. In Superior, Wis., each center is under a grade teacher especially employed to give part-time to social center supervision. In Pittsburgh, Pa., the director of the evening schools also has charge of the extension work, and is allowed a certain number of assistants for the conduct of social center groups. In Cincinnati, Ohio, a director of social centers gives his entire time to the development and direction of the neighborhood organizations which carry on the activities. An assistant superintendent of schools gives part of his time to the conduct of social and recreation centers in Chicago and Rochester. In Boston a director of extended use of public schools is employed, working directly under

the superintendent of schools and having the advisory assistance of a special committee of the Women's Municipal League. The director uses both paid and volunteer helpers.

In Milwaukee a department of school extension runs the after-school playgrounds, social centers, and evening schools. In San Francisco a department of physical education, athletics, and social and lecture centers has been organized by the school board under one head, to have charge of the activities named. In New York City there is a department of public lectures under a supervisor of lectures who reports directly to the board of education. Under the city superintendent of schools the director of physical training conducts after-school play centers and a division superintendent is assigned to the conduct of recreation centers, vacation schools, and school playgrounds, and there are also social and recreational activities connected with some of the evening schools. Alongside of the New York recreation centers under the supervision of their head have recently developed a number of community centers which are largely maintained by local neighborhood organizations; most of which have been developed, however, through the expert leadership furnished by the People's Institute, several social settlements, and other voluntary organizations. This concluding phase of administrative control brings us to an aspect of the subject which is worthy of more extended consideration.

COOPERATION IN CONTROL AND SUPPORT THROUGH NEIGHBORHOOD ORGANIZATION.

The New York City community centers just referred to number at the present time (April, 1915) a score or more. Most of them are managed by a local association working in cooperation with members of the recreation center staff and an expert organizer contributed by a volunteer organization, as a rule, not of the neighborhood. With this expert tutelage and assistance the local association maintains social and recreational activities, some of which bring an income, such as social dancing, motion pictures, club dues, concerts and entertainments, association membership dues, and sale of refreshments. This is a comprehensive list, not every center using all of these means for raising an income. Among the other activities carried on at the various centers may be mentioned labor forums, game and study rooms, civic meetings, orchestra and mandolin club rehearsals, gymnasium work and athletics, summer playgrounds, and special holiday celebrations such as New Year's Eve parties and Christmas festivals. Most of these centers are open during the winter season five evenings a week, and in several cases where outdoor courts or roof gardens permit, social dancing and other amusements are provided throughout the summer months. Some idea of the extent and success of this work can be gathered from a statement of their finances during one year.

TABLE 9.—*Funds raised in one year at four community centers in New York City.*[1]

Schools.	Gifts.	Receipts from activities.	Total.
Public School No. 17		$1,828.85	$1,828.85
Public School No. 63	$2,023.25	2,747.04	4,770.29
Public School No. 66	3,311.78	802.13	4,113.91
Public School No. 95	500.00	3,090.26	3,590.26
Total	5,835.03	8,468.28	14,303.31

[1] Data obtained from a pamphlet entitled "Notes on Community Center Work in School Buildings," published by the People's Institute, 70 Fifth Avenue, New York. This pamphlet and others of the series give detailed accounts of these centers.

The more significant aspects of the community-center development may be briefly mentioned.

(*a*) While the community-center scheme of management puts a part of the cost upon the participants, the results of this arrangement have so far been not so evident in the reduction of expenses as in the extension of the center's benefits. It is probable that the expenditure of funds upon the expert leadership required for the development of the neighborhood organization will be considerable and continuous, but it is believed that this item will occasion little remonstrance from the taxpayer in view of the large financial cooperation which is thus locally secured. Furthermore, the intimate contact with school matters which is brought about by the community center makes it an effective propagator of popular sentiment in support of the educational budget.

(*b*) Another important effect of having local participation in the management and direction of the community center is the closer adaptation of its activities to the needs of the respective neighborhoods which is thereby secured. The public discussions will more likely be devoted to topics of vital and local interest; the social customs will conform more closely to local prejudices; the amusements provided will supplement local deficiencies or tend to offset local menaces.

(*c*) The assembling of a group of parents to think about the recreational, social, and civic needs of their neighborhood occasions ardent discussions and fierce struggles between opposing ideals. The general controversy thus engendered accomplishes results of unusual educational value. The different coteries, circles, and cliques represented in the central group reverberate with the echoes from its meetings. Any standard of conduct which crystallizes as a result of the agitation and any solution reached concerning the problems connected with the social and recreational life of the neighborhood will have much closer application and wider acceptance than any which could have been thrust upon the community by an outside agency.

(*d*) The community center association is an end and not a means in this kind of school extension work. Getting a community to think and plan and conduct its own recreational affairs is a more advanced development than that represented by the case of a central agency conducting social and recreational affairs for a neighborhood. The nature of social life is such that it can not be thrust upon people from the outside. It must be the life of the people themselves or it is not social life.

(*e*) The conditions of the development of a community center are present in every neighborhood that surrounds a schoolhouse. As a matter of fact, the various parent-teacher associations and ward-improvement societies now meeting in school buildings in many places throughout the country are community-center associations in embryo. Under the stimulation of expert guidance they could all be developed into active, capable agencies for comprehensive school-extension undertakings.

ADAPTATION OF BUILDINGS FOR EXTENDED USE.

Through the operation of both pedagogical and social motives, the newer elementary school edifices show an increasing suitability for community use. The publishers of the "American School Board Journal" have recently issued compilations of various building plans which have appeared in this periodical.[1] Of 115 grade school plans examined, 69 exhibited provision for auditoriums and 22 showed gymnasiums. In the majority of cases the latter feature appeared in schools which also had assembly rooms. There were a few, however, which showed that the gymnasium was preferred to the auditorium. In two-thirds of the cases the auditoriums were located on the first floor and the average capacity was around 500. Among the other features which are becoming commoner in new elementary school plans are plunges and library rooms. In some cases the swimming pool is present, although the gymnasium is absent. A new Columbus, Ohio, school shows a gymnasium, lunchroom, and pool, but no auditorium. The collection of plans from which these conclusions have been drawn is made up, of course, of the more significant structures which have recently been erected and can not be considered as representative for the country as a whole. They illustrate however, the most advanced and generous thinking now being done in this country in school architecture.

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[1] "Grade School Buildings," compiled by Wm. C. Bruce, Bruce Publishing Co., Milwaukee, Wis. "High School Buildings," compiled by Wm. C. Bruce, American School Board Journal, Milwaukee, Wis.

In Natchez, Miss., the Carpenter Memorial School contains not only a swimming pool and gymnasium, but capacious library accommodations, the latter embracing reading and reference rooms and space for stacks. Preston Hall, the gift of a public-spirited citizen in Waitsburg, Wash., houses not only the vocational and physical education departments of the local high school, but a gymnasium, swimming pool, and pair of bowling alleys. The recreational facilities are for the benefit of all the citizens of the village. It would seem that private donors of school edifices are increasingly animated by the motive of furthering the community use of school buildings.

Adaptability for other than regular school use is also showing itself in the seating. There are now three types of movable school desks and chairs on the market, and the use of this kind of furniture seems to be upon the increase. The Washington Irving High School, New York City, is equipped throughout, except in rooms allotted to special branches, with flat-topped desks and ordinary movable chairs.

In Milwaukee the adaptation of school accommodations for social and recreational purposes has been greatly furthered by special equipment. The various social center directors are provided with private offices, roll-top desks, and telephones. For the storage of equipment closets and shelves are placed in convenient spaces in corridors and basements. Many of the rooms used for recreational purposes are located in the basement, and these have been made attractive and clublike through ample use of paint, pictures, and book cabinets, and a supply of chairs and plain tables. Partitions and gates have been set up where it was desirable to effect a separation between the regular classrooms and those allotted for evening use. Many of the centers have modern shower-bath equipments, and 25 pool tables have been installed. The assembly rooms are fitted with large electric lights of high candlepower and are stoutly screened to admit the use of the room for basket ball and similar games. Most of these large rooms have also been equipped with trough footlights and sliding curtains, as well as motion-picture booths, and one of the more prominent centers attracts the public through a large illuminated sign over the front entrance.

All the indications seem to point toward a gradual transformation of school property such as will make it more suitable for the increased educational burden that is being laid upon it.

CONCLUSION.

In the midst of the extraordinary variety and diversity of school-extension undertakings it is not easy to find unity or simplicity. If we go deep enough, however, certain general truths do appear. In the first place the facts which have been presented throw into relief a fundamental tendency of modern civilization. After release from toil individuals do not nowadays generally seek seclusion; they join with others in some mutually satisfying activity. From this standpoint a meeting of a civic association, an audience listening to a lecture, a regular night-school class in mechanical drawing, a reading room full of people, a social dancing party, a crowd at a basket-ball game are all the same sort of thing. They are groups or collections of individuals participating in or engaged by the same series of events.

The influence of the group principle is often operative when persons are physically alone. The recluse student of philosophy is, more than he realizes, seeking the company of thinkers. The solitary reader of novels is associating with circles of people, even if they are fictitious in substance. The lonely magazine reader is often conscious of the particular class of subscribers who join him in his monthly menu. The newspaper is valued because it puts the individual in touch with the rest of the world. The isolated inventor or artist is animated by visions of the companies, societies, or audiences he will benefit, instruct, or move. But even among this class of individuals personal association for the advancement of their special purposes is on the increase. Scientists, researchers, musicians, and artists, especially during the apprentice period, are more and more working in public laboratories, libraries, classes, and leagues.

As a rule, all group life whose inner workings will bear wide publicity meets wholesome human needs. There may be classes in pocket picking and crude conferences among gamblers, but they are not advertised in the public press. There may be gangs of burglars and panderers, but they avoid the limelight. One does not read of the annual meetings of the association of embezzlers, but the newspapers are full of the congresses and gatherings of all socially healthful bodies. It might indeed be laid down as a principle that the higher the approbation a group believes it is entitled to receive from society, the more confidently it will publish its meetings and doings.

The services rendered in the functionings of the various groups to their respective members can not be ranked in degrees of importance. A dance which gives full expression to the social instincts of a party of healthy young people is probably meeting just as vital developmental needs as those which are satisfied by a learned discourse upon ethics before an audience of mature men and women. Generally it may be said that any leisure-time activity involving organization which a considerable group heartily, publicly, and unashamedly undertakes affords the precise kind of expression which, more than any other, it needs at that time and at the particular stage of development its members have reached.

Associations of adults, not devoted to money-making, seldom exist for vicious ends. The loosest kind of an organization involves some subordination of individual desires, and persons given to uncontrolled selfishness are not usually willing to endure even this discipline. What many people join in working for is generally noble; on the other hand, what a multitude passively receives may be mean; it depends upon the purveyor. Men will witness a burlesque performance which they could not be hired to join in producing. Thus it is with most of the unwholesome group activities. Instead of active participation, they generally involve the consumption or passive witnessing of somebody else's products or doings. So that, generalizing roughly, it may be laid down that a group activity which encourages open self-expression on the part of the members is usually of a salutary nature.

After the exactions of labor, people demand a period of freedom for the play of personal desire. They insist upon devoting their leisure to either amusement or play, to either self-satisfaction or self-expression. As we have seen, so far as group activities are concerned, deterioration is more likely to result from passive amusements than from personal expression. Whether an individual joins with a group devoted to indulgence or to one encouraging personal assertion is determined by several factors, chief of which is probably the degree of exhaustion. The person who feels no energy within demanding an outlet turns naturally toward passive amusement. This is, of course, especially true of elderly people. But the unfortunate fact is that a large number of youths and persons still in the heyday of life are devoting their leisure to passive indulgence and degenerating satisfactions when their ample margins of energy could be recreatively expended in play and self-development. What holds these persons back from the more active and profitable pastimes is not so much monetary poverty as it is the lack of space and leadership, and ignorance of the advantages and possibilities of group organization. Providing suitable meeting places and skillful group organizers would, for a vast majority of them, change the margin of the day from periods of waste and drifting into times of upbuilding and character-strengthening self-direction. Uncongenial forms of activity can not be imposed upon these inchoate groups, because such do not afford self-expression. But a sympathetic, analytic, penetrating leadership which can discover and contrive outlets and vehicles of expression for their latent aspirations and abilities can always control their conduct.

The opportunity then which society possesses, and has already begun to use, by reason of a vast equipment of school accommodations which are not employed for their original purpose during the periods of popular leisure, may be summed up as follows:

1. Purveying beneficial amusements to those who are prevented by fatigue from engaging in active play and who otherwise might receive their satisfaction at the hands of unscrupulous vendors.

2. Stimulating the growth of those groups which are capable of self-organization and government by furnishing them with meeting places.

3. Promoting the formation and vigor of groups which might be incited to self-expression by furnishing both quarters and leadership.

In these ways public education is extending its distinctive function of improving human society. That this work will undergo still greater and more systematic extension is clearly foreshadowed by the trend of present developments and the persistency of the forces behind them.

APPENDIX.

The data which have been presented in the foregoing study, with the exception of those given in Table 1, were all gathered through the cooperation of the school officials in various cities throughout the country. The vehicle used in gathering records of the evening occasions in individual schools was a 5 by 8 inch card, a copy of which is shown on the following pages. A supply of these cards was offered to the superintendents of schools in all of the cities of 5,000 population and over. As has been stated, cards were supplied to 234 cities, and filled-out cards were received from 110 of these.

A copy of the circular letter inviting the superintendents of schools to participate in this study follows.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON

January 16, 1914.

Dear Sir: Desiring to obtain information in regard to the use of schoolhouses and equipment for activities and interests other than those of the ordinary school work, for which they have been used almost alone in the past, and to promote their use for educative, social, civic, and recreative occasions, after class hours, the Bureau of Education has asked and obtained the ready cooperation of the Russell Sage Foundation in planning and carrying forward an investigation into the subject as outlined in the accompanying statement by Mr. Clarence Arthur Perry, assistant director, department of recreation, Russell Sage Foundation.

For the convenience of those who will assist in collecting this information, Mr. Perry has, with the assistance of the Bureau of Education, devised the record card blank on page 3 of the statement. To each person applying at once to the Bureau of Education, there will be sent, free of charge, a sufficient number of copies of this record blank for a complete record of all after-school occasions during the months of February, March, and April—three cards for each of the school buildings under his or her charge. The blanks, when filled out, should be returned to the Bureau of Education for use in compiling the report on this subject.

To give this report its highest value, it should include the complete record of such uses made of any schoolhouse during these three months in all cities of 5,000 population and over.

If any of the school buildings under your care are used for other purposes than the ordinary day class work, will you not write at once for blanks, stating how many will be needed (three for each school building), and assist us in this investigation by making the record as indicated.

I feel sure the publication of the results of this investigation will prove helpful in the promotion of a wider use of schoolhouses.

Yours, sincerely,

P. P. Claxton,
Commissioner.

(Read entire explanation on the back before making any entries.)

EVENING USE RECORD; ACTIVITIES AFTER 6 P. M.

CITY.................................. SCHOOL..

STATE........................ Month of.................................., 19.... Total number of rooms..

Dominant effect.	Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Totals.
	Total number of rooms used																																
	Number of rooms used for—																																
Cultural	1. Regular night school																																
	2. Lectures																																
	3. Entertainments (concerts, etc.)																																
Civic	4. Meetings of adult societies																																
	5. Public discussions, mass meetings, or civic occasions																																
Recreational.	6. Athletics, gymnastics, bathing, active games, or folk dancing																																
	7. Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.)																																
	8. Rooms open for quiet games, reading, or study																																
Social	9. Social dancing																																
	10. General social occasions (parties, banquets, etc.)																																

[Reverse.]

INSTRUCTIONS.

TOTAL NUMBER OF ROOMS.

This is the total number of rooms or distinct spaces in the building which are capable of use by pupils or patrons. It includes all classrooms, kindergartens, gymnasiums, auditoriums, library rooms, shops, and domestic-science rooms. If the principal's office and the teachers' rest room could be used evenings by clubs or societies, they should also be included. If indoor games, folk dancing, or club work are practicable in the basement and corridors, these spaces should also be included in the total, counting for as many rooms as the number of distinct groups they could accommodate. Of the open-air classrooms, those which are not available for evening use should be excluded.

DIRECTIONS.

1. Enter the "total number of rooms," as explained above, in the space to the right of those words.
2. Make the following entries daily, on the morning after the uses which they record, and in this order:

(*a*) Enter in the space immediately under the appropriate date the total number of rooms (and spaces) used on the preceding evening.

(*b*) Enter opposite each class of activity, under the appropriate date, the number of rooms (and spaces) thus utilized. In case a room, or a space, was used for more than one class of activity, credit it to the class which occupied it the longest period that evening. The sum of these numbers should equal the total already entered under the same date.

[NOTE.—The work of making entries may be facilitated if, at the beginning of the month, the recorder will draw lines through the columns under the dates of Sundays, other holidays (except Saturdays), and "31" when there are fewer than 31 days in the current month. Sacred concerts on Sundays or special holiday events may still be noted in these columns after the lines have been drawn through them.]

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

1906.

*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1908.

*No. 5. Education in Formosa. Julean H. Arnold. 10 cts.
*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.

1909.

*No. 1. Facilities for study and research in the offices of the United States Government in Washington Arthur T. Hadley. 10 cts.
*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
No. 5. Statistics of public, society, and school libraries in 1908.
*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
No. 7. Index to the Reports of the Commissioner of Education, 1867–1907.
*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
*No. 9. Bibliography of education for 1908–9. 10 cts.
No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908–9. 5 cts.

1910.

*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

1911.

*No. 1. Bibliography of science teaching. 5 cts.
*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
No. 9. Mathematics in the technological schools of collegiate grade in the United States.
*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910–11.

1912.

*No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
*No. 3. Report of committee on uniform records and reports. 5 cts.
*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
*No. 6. Agricultural education in secondary schools. 10 cts.

*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
*No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12.]
*No. 9. Country schools for city boys. William S. Myers. 10 cts.
*No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
*No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
*No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
*No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
No. 22. Public and private high schools.
No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and Chas. Goldziher.
No. 30. Latin-American universities and special schools. Edgar E. Brandon.

1913.

No. 1. Monthly record of current educational publications, January, 1913.
*No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
*No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
*No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
*No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
*No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
*No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
*No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
*No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cents.
*No. 16. Bibliography of medical inspection and health supervision. 15 cts.
*No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
*No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
*No. 20. Illiteracy in the United States. 10 cts.
*No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
*No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
*No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
*No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
*No. 28. Expressions on education by American statesmen and publicists. 5 cts.
*No. 29. Accredited secondary schools in the United States. Kendric C. Babcock. 10 cts.
*No. 30. Education in the South. 10 cts.
*No. 31. Special features in city school systems. 10 cts.
No. 32. Educational survey of Montgomery County, Md.
*No. 34. Pension systems in Great Britain. Raymond W. Sies. 10 cts.
*No. 35. A list of books suited to a high-school library. 15 cts.
*No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
No. 37. Monthly record of current educational publications, October, 1913.
*No. 38. Economy of time in education. 10 cts.
No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hailmann.
*No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
No. 41. The reorganization of secondary education.
No. 42. An experimental rural school at Winthrop College. H. S. Browne.
*No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
*No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
No. 45. Monthly record of current educational publications, November, 1913.
*No. 46. Educational directory, 1913. 15 cts.
*No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
*No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
*No. 51. Education of the immigrant. 10 cts.
*No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
No. 53. Monthly record of current educational publications, December, 1913.
No. 54. Consular reports on industrial education in Germany.
No. 55. Legislation and judicial decisions relating to education, Oct. 1, 1909, to Oct. 1, 1912. James C. Boykin and William R. Hood.
No. 58. Educational system of rural Denmark. Harold W. Foght.
No. 59. Bibliography of education for 1910-11.
No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

1914.

*No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
No. 2. Compulsory school attendance.
No. 3. Monthly record of current educational publications, February, 1914.
No. 4. The school and the start in life. Meyer Bloomfield.
No. 5. The folk high schools of Denmark. L. L. Friend.
No. 6. Kindergartens in the United States.
No. 7. Monthly record of current educational publications, March, 1914.
*No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson. 15 cts.
No. 9. Monthly record of current educational publications, April, 1914.
No. 10. Physical growth and school progress. B. T. Baldwin. 25 cts.
*No. 11. Monthly record of current educational publications, May, 1914. 5 cts.
No. 12. Rural schoolhouses and grounds. F. B. Dresslar.
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States. Royal B. Farnum.
No. 14. Vocational guidance.
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THE TRUANT PROBLEM AND THE PARENTAL SCHOOL

By JAMES S. HIATT
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PHILADELPHIA

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CONTENTS.

Page.

Letter of transmittal 5

Part I.—A study of 100 typical cases of truancy in Philadelphia 7
- Nationality of truants 8
- Age and sex of truants 8
- Progress in school 11
- Retardation 11
- Mentality 12
- Causes of truancy 13
- Some typical cases 15
- Wasted hours 16
- Home surroundings 17
- Treatment recommended 17

Part II.—A study of parental schools in 13 cities 19
- The schools 20
- The school plant 20
- Value of plant 22
- Maintenance 22
- Capacity and enrollment 23
- The staff 23
- The pupils 25
- Commitment and term 26
- The curriculum 27
- Physical care 29
- Discipline 30
- Religious training 31
- After care 31

Questionnaire used in survey of parental schools 34

FIGURES.

Page.

Figure 1.—Parentage of truants 9
2.—Percentage of truants at various ages 10
3.—Distribution of truants by grades in school 11
4.—Percentage of truants at various stages of retardation 12
5.—Mentality of truants 13
6.—Causes of truancy in the judgment of the investigator 14

LETTER OF TRANSMITTAL.

Department of the Interior,
Bureau of Education,
Washington, May 29, 1915.

Sir: As society becomes more fully conscious of the importance of giving to all its members the best possible education, it also becomes conscious of the great loss arising from truancy of school children and of the need of finding some better means of dealing with truancy. In all cities and towns, as well as in rural communities, school officers and teachers want information about methods of dealing with truants. In the larger cities they want to know also about methods of organizing and conducting parental schools. For the purpose of giving this information I recommend that the accompanying manuscript, prepared by Mr. James S. Hiatt, secretary of the Public Education Association of Philadelphia, as a result of a study of truancy in Philadelphia and of parental schools in 13 cities, be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. Claxton,
Commissioner.

The Secretary of the Interior.

THE TRUANT PROBLEM AND THE PARENTAL SCHOOL.

PART I.—A STUDY OF ONE HUNDRED TYPICAL CASES OF TRUANCY IN PHILADELPHIA.

The school of to-day has not done its full duty in merely offering each individual a chance to enter the doors of learning. It must bring home to him the fact that his opportunity lies in making use of this privilege.

The State offers free instruction not only for the sake of the individual, but for the safety of the State. Therefore, says Supt. Brumbaugh, of Philadelphia:[1] "The insistence of the school that children attend regularly and punctually all the sessions is one of the fundamental principles of the educational system."

In Philadelphia, besides the usual attempts of teachers and principals to accomplish this end, the formal task of requiring regular attendance is placed on an organized basis in a department of compulsory education. This department has by recent investigation been shown to be one of the best organized and most efficient in America. By this organization children are not handled as through a machine, but individual cases are given special care. When absence is due to parental neglect, the parents are sought and, if necessary, prosecuted. When the family is found to be in distress, the case is reported to a social agency for relief. When chronic truancy or incorrigibility is shown, the juvenile court intervenes.

Every possible measure is used to secure prompt and regular attendance, and yet there are some cases where the utmost efforts are of no avail. The special attention of school principals and teachers, the visiting of attendance officers, the prosecution of parents, the juvenile court—nothing seems to have the desired results, and chronic truancy continues.

In order to find out the cause for such truancy, and to suggest a possible remedy, the Public Education Association of Philadelphia, in cooperation with the chief of the bureau of compulsory education, undertook an impartial study of 100 cases of the most flagrant and persistent offenders. Ten cases were selected from each school district. These, it is believed, represent typical conditions throughout the city. The cases were chosen at random, 103 individuals being studied, and 100 complete records returned; 65 of the children attended public schools, and 35 parochial schools.

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[1] Governor of Pennsylvania since January, 1915.

The investigation was begun with volunteer investigators, but later it was deemed advisable to secure the services of a trained social worker, who could follow up each case with more definite care. In each case the school was first visited, and the facts in regard to age, grade, mentality, physical condition, and attendance, were secured. Afterwards the investigator visited the home, and later held a personal conference with the boy or girl in question. Finally a consultation was held with the various social agencies which had had connection with the child. Thus the problem was viewed from four angles—the school, the home, the child, and society.

The findings were not compared with the data on file in the compulsory attendance bureau until after the records were completed, so that the investigation might rest on an independent basis, and the results be uniform throughout the city.

NATIONALITY OF TRUANTS.

When we consider that, of the total population of the city of Philadelphia, 69 per cent are of white American parentage, with 24 per cent foreign and 7 per cent Negro, the fact may be significant that only 32 per cent of the fathers of the truants investigated, and 30 per cent of the mothers, were of American birth, while 54 per cent of the fathers and 56 per cent of the mothers were foreign, 14 per cent of each being Negro.

The distribution of the parentage by races is shown in the following table. Since there were an even hundred cases, the figures in this and in all tables represent both individuals and percentages.

Nationality.	Father.	Mother.
American	32	30
German	4	5
Irish	26	28
Italian	9	9
English	2	0
Negro	14	14
Miscellaneous	13	14
Total	100	100

These relations are graphically represented in figure 1.

AGE AND SEX OF TRUANTS.

Of the cases studied, 95 were boys and 5 were girls. This seems to bear a definite relation to the usual distribution of truants noted in the school records. A recent investigation of all cases of chronic truancy in the city of Chicago gives approximately the same figures, 96 per cent being boys and only 4 per cent girls.

The ages of these children and the relation of their ages to their school progress is especially significant. Thirty-five per cent of the cases studied were between 12 and 13 years of age, 14 per cent were 11 years of age, and 17 per cent were 14 years old. Indeed the number of children reported seems to bear a direct ratio to their ages, since

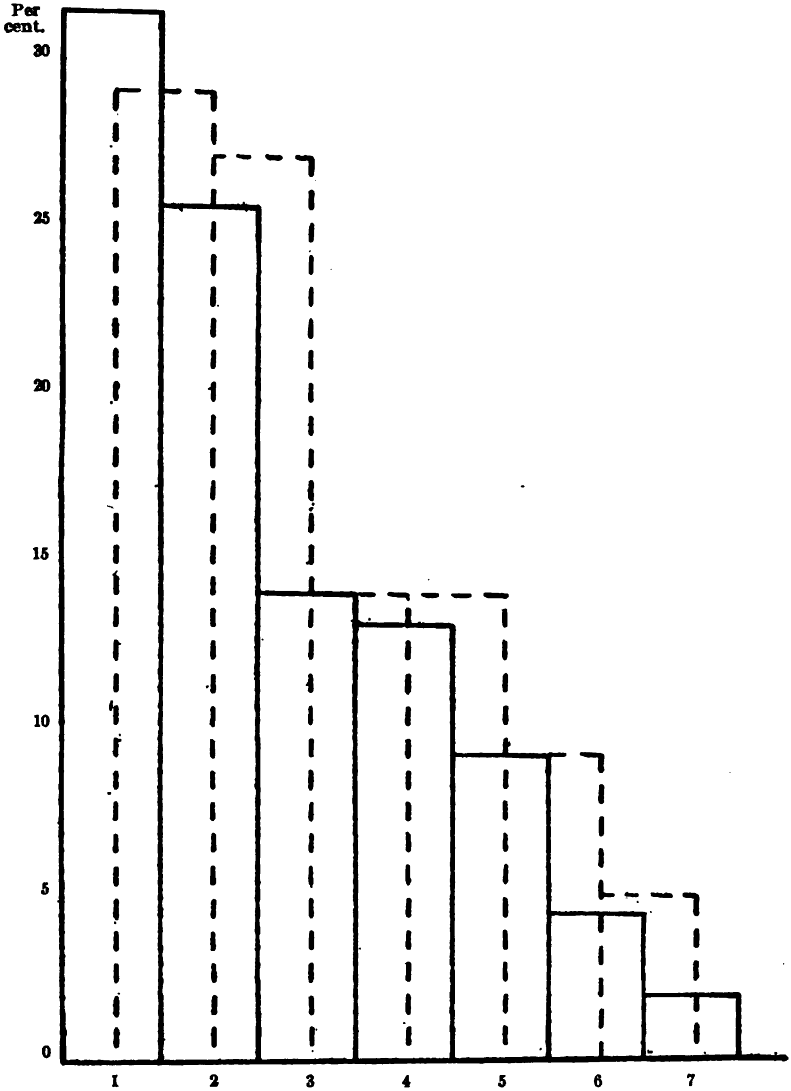

FIG. 1.—Parentage of truants: 1. American. 2. Irish. 3. Negro. 4. Miscellaneous. 5. Italian. 6. German. 7. English. Solid lines—father; dotted lines—mother.

4 were found under 9 years, 7 were 10, 14 were 11, 20 were 12, 33 were 13, 17 were 14, and 5 were 15 years old.

Evidently the years immediately before release from school at the 14-year age limit produce the largest amount of truancy, but it is notable that in five cases children were still chronic truants at the age of 15 years—at the very dawn of adolescence.

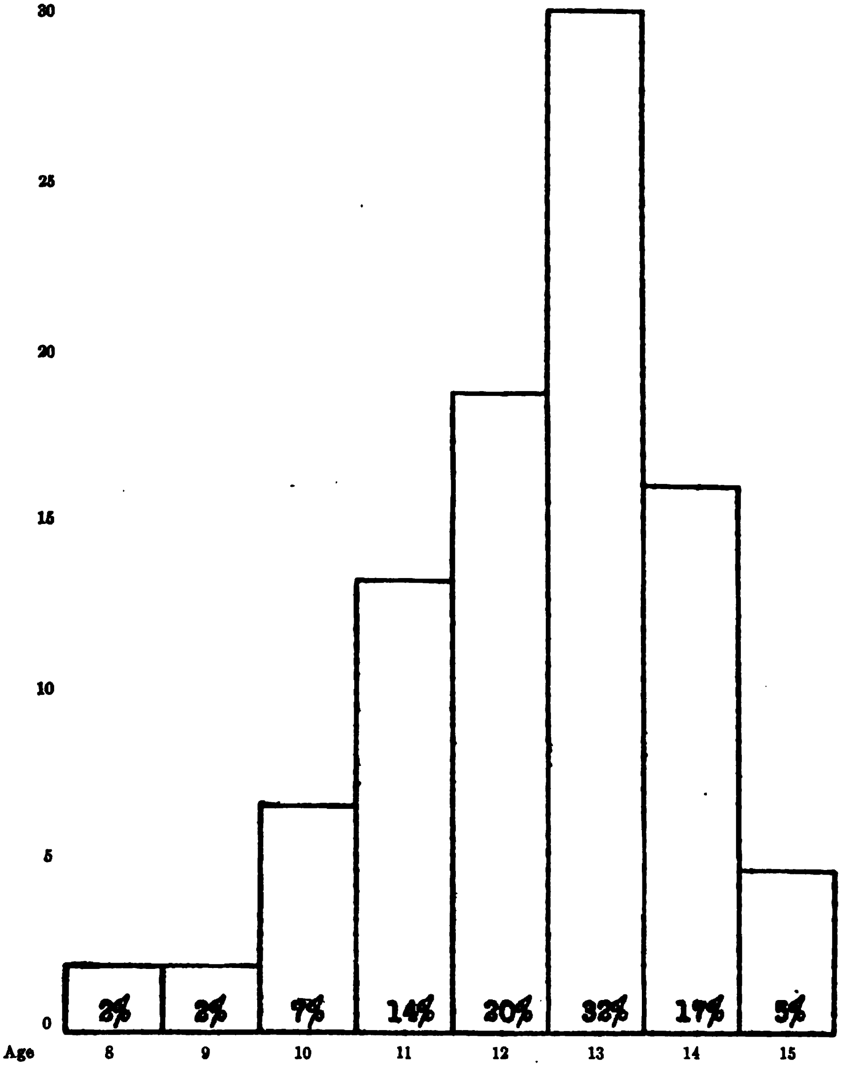

FIG. 2.—Percentage of truants at various ages.

Figure 2, representing the ages recorded, shows that 53 per cent of those reported were between 12 and 14 years of age.

PROGRESS IN SCHOOL.

That there is an important relation between retardation in school progress and chronic truancy is evident. Twenty-eight per cent of the cases here noted were in the third grade, and only 12 per cent had reached the sixth, while 8 per cent still lingered in the first grade.

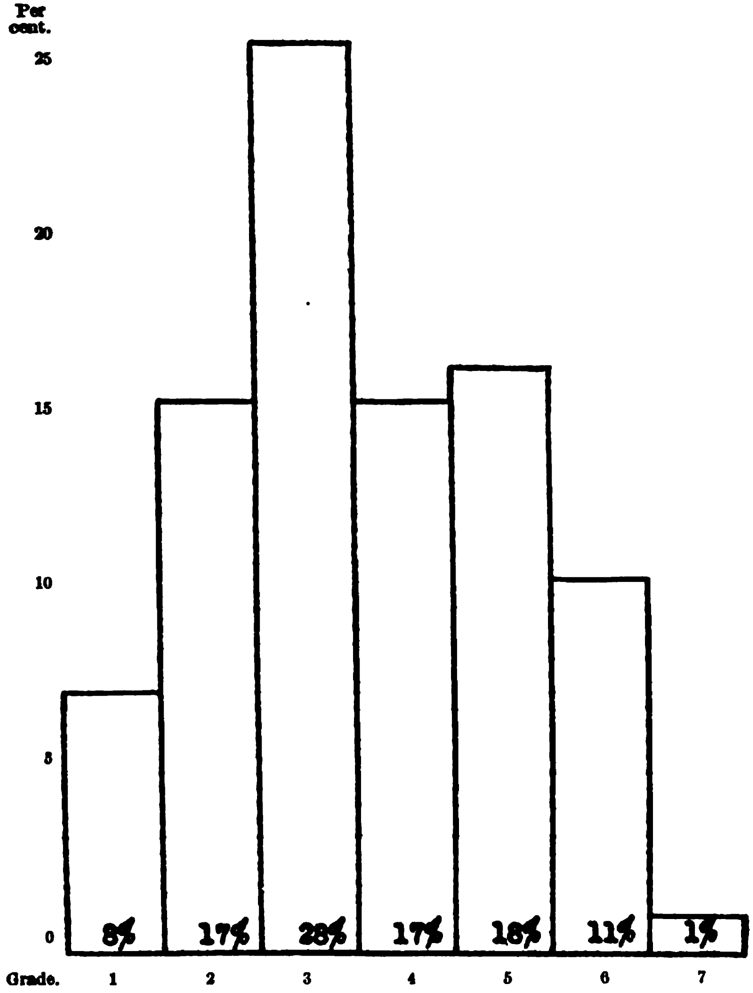

FIG. 3.—Distribution of truants by grades in school.

RETARDATION.

Twenty-one per cent of these children were retarded five years or more, while 51 per cent were retarded three years or over, and only 6 per cent were normal in their grades.

It is interesting to note in this connection that a recent study of delinquent boys in Chicago showed that 72 per cent of the boys brought into court were retarded at least one year at the time they left school, and most of them much more than one year.

Figure 4 shows the percentage of truants at various stages of retardation.

MENTALITY.

In spite of the large amount of retardation, 68 per cent of these children, in the judgment of the teacher, were of normal mentality, 26 per cent were backward, while but 6 per cent seemed really mentally deficient. That is, while less than a third appeared to be below normal mental keenness, more than a half were over three years behind grade in school. Evidently some other cause is at work. Whether this retardation is due to truancy, or truancy is due to retardation and consequent distaste for school, can not be proved, but in 74 per cent of the cases the principal of the school stated that truancy had a direct influence on the amount of retardation. The fact that 73 per cent of these children had been truant more than one term would bear this statement out.

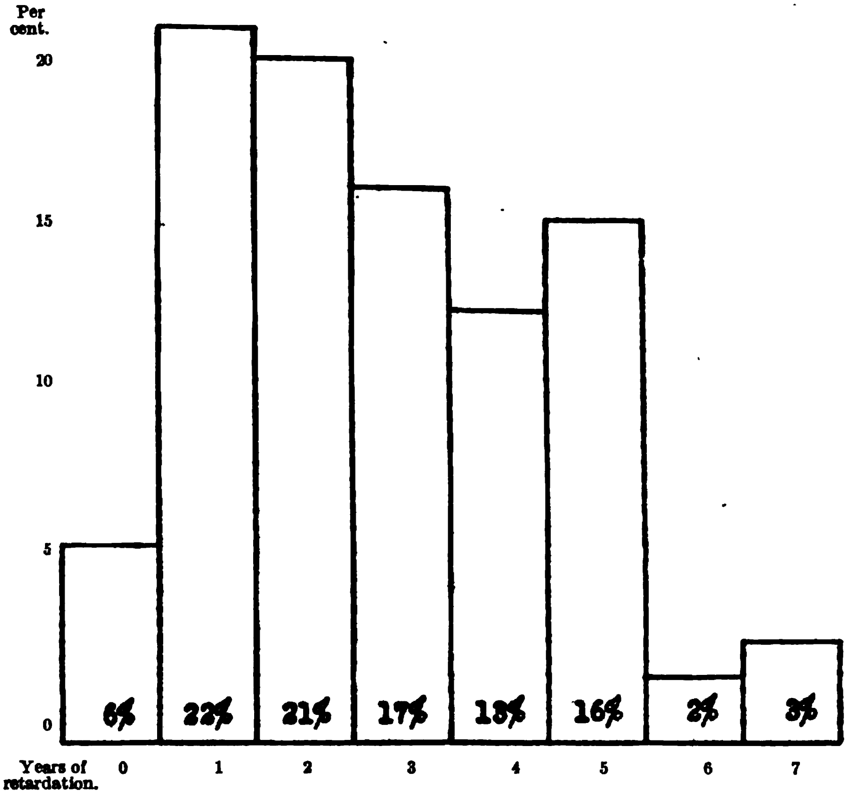

FIG. 4.—Percentage of truants at various stages of retardation.

Even in their present classes, 34 per cent of these boys and girls were doing very poor work, according to their school grades. Sixty-seven per cent ranked poor or lower, and only 3 per cent were good. In the judgment of their teachers their scholarship was graded as follows: Excellent, 0; good, 3; fair, 30; poor, 33; very poor, 34.

Figure 5 (below) shows the mentality of the cases studied.

CAUSES OF TRUANCY.

The real cause of chronic truancy, which extends over from five to eight terms, is difficult to ascertain. In any case it is probably a complex of causes, no one of which seems paramount. Some of the contributing causes may, however, be clearly stated.

In the investigation of a hundred typical cases in Philadelphia an attempt was made to secure the judgment of the school as to the initial causes of truancy, and the judgment of the investigator, after the home had been visited and the child interviewed. These two judgments, taken separately or compared one with the other, have distinct significance.

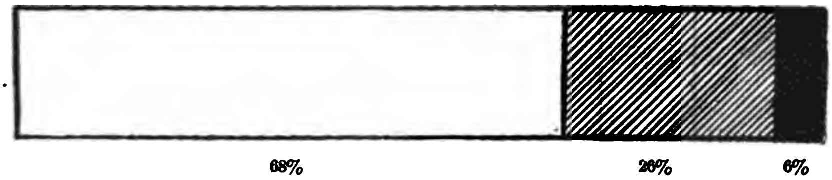

FIG. 5.—Mentality of truants: White, normal; grey, backward; black, mentally deficient.

The comparative judgments of the teacher and the investigator as to the cause of truancy are shown in the following table:

Cause.	Teacher.	Investigator.
Bad companions	26	20
Fault of home	17	29
Dislike of school	14	26
Desire to work	3	10
Illness	3	4
Fault of boy	1	11
Not stated	36	....
Total	100	100

Graphically shown, the investigator's judgment appears as in figure 6 (p. 14).

In the opinion of the school the initial cause of truancy in 26 out of the 100 cases was bad companions, a whole group or gang of boys spending their time upon the streets and alleys rather than in school. In 14 cases the child definitely disliked school. In 17 instances the principal believed that the difficulty lay in the home, and only one boy was reported as wholly at fault. It is notable that in 36 cases the school could assign no reason as the initial cause of truancy.

The investigator's judgment would put a far larger burden upon the school as now organized and upon the home. Only 20 out of the 100 cases were charged by the investigator to bad companions. In 26 cases it is noted that the child definitely disliked school and would escape it whenever possible. In only 10 cases did the child claim that he wanted to be out of school in order to work, while in 29 cases it was agreed that the fault lay either with weakness or shiftlessness or greed or immorality in the home.

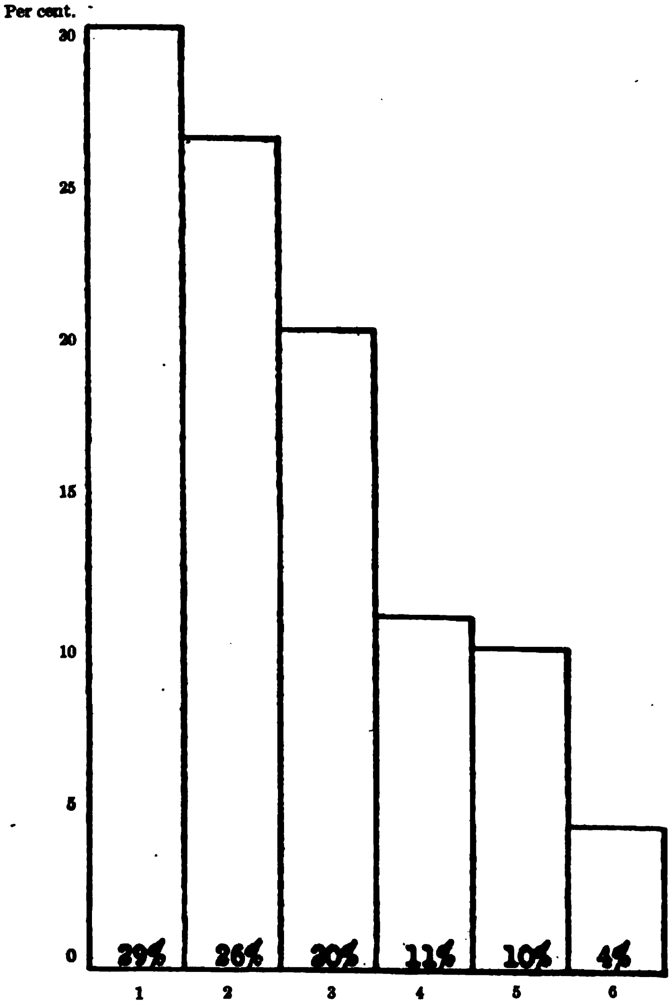

FIG. 6.—Causes of truancy in the judgment of the investigator: 1. Fault of home. 2. Dislike of school. 3. Bad companions. 4. Fault of boy. 5. Desire to work. 6. Illness.

SOME TYPICAL CASES.

EDWARD B———.

Edward B———, arrested under charge of "runaway and truancy," was interviewed in the House of Detention. He was glad to tell his tale of woe to any one who was interested.

"Why do you play truant?"

"I don't like me teacher, and she don't like me. She never gives me no time to think over the questions. She just calls on some other boy to recite. No matter how hard I try I don't suit her. I never played truant before, and I wouldn't do it now if I wuz in some other teacher's room."

"What does your father do when you stay home from school?"

"Say! Well, I guess he beats me as hard as ever he kin."

"If you know you'll get whipped, are you not afraid of your father?"

"Yes, but he gives me a lickin' anyway when he's drunk; it don't make no difference what I do."

"How did you come here?"

"One day I didn't go to school. I went fishin'. I'd love to be a sailor. An' me father beat me an' said he was goin' to lick me agin the next day. So the next day I decided to get out of me father's way an' earn me own livin', an' have money to spend as I want. I walked to Bucks County, where we used to live several years ago. When I got there I found the people I knowed wasn't there. I worked for a driver and earned 30 cents. I rode back to the city, but it wuz after midnight when I got here, and I didn't dast to go home. I thought me father'd kill me. So I wuz just a goin' to sleep on somebody's doorstep when the cop pinched me."

Now look into the home, and you will see four other children, half clad, undernourished, and sadly neglected. You wonder if they have ever been washed and cleaned. The mother is a slovenly woman and a poor housekeeper. The father is lazy and goes on sprees frequently. He has lost several positions through drink. A certain social agency has known the family for years, and in spite of all its efforts to reform them the family still remains hopeless.

What training do the children get from a shiftless mother and a parasite of a father? What kind of citizens will they make with such training? In spite of the boy's professed dislike of school, without question the fault of truancy in this case may be laid at the door of the home.

EMILIO.

A typical case where both gang spirit and dislike of school are the cause of truancy is that of Emilio, a confirmed truant and member of a "gang." He has nothing particular against school except that there are too many restrictions—too long a confinement. He "knows it all." "I don't see what you learn in school anyway," he says. "You learn more by goin' to a movin' picture show, and besides it's more fun."

The home in this case is immaculate. The parents, both Italian, are anxious to give the boy a good education. The father is almost distracted over the boy's truancy. He has tried every method of punishment—and failed. The gang has Emilio firmly in its clutches.

"I don't want to send him to the Protectory. He would come out ten times worse by associating with bad boys, and he's not a bad boy; he's just a truant. I'd rather see him dead than in the Protectory. But tell me, what can I do with him, where can I send him? I want him to have a good education."

This father's question is on the lips of many of the parents, but it remains unanswered.

CHARLES.

In the case of American-born children of foreign parents we find that the cause of the trouble may frequently be traced to the inability of the parents to deal with the child because of the difference in nationality.

Charles was 13 years old and had played truant only one term.

"Why don't you go to school?"

"I started to play truant because I didn't like my teacher. I'm in a special class now and like the teacher very much."

"But you still play truant, don't you?"

"Yes."

"Why?"

"My mother don't give me no money to spend, and I stay away until I get the money."

Upon visiting the home, it was found to be clean and comfortably furnished. The mother could not speak English, but through the aid of an interpreter she told the following story:

"Lady, we had five children, and they all dead, only this one. My husband laborer, make very little money, but we try hard to give boy anything he wants. I give him money to take cornet lessons two times week. I give him pennies to go school, but now he want 10 cents and quarter, and I no can give him quarter all the time."

"What does he do when you don't give him money?"

"He go upstairs and break everything, and throw them out of the window. When I see he no go school, then I give him so he go; but when I not got he no go."

"Do you want to send him away?"

"No. We no want to send him away. He good boy, my only boy. I no want to send him away. I want to give him good education." And she burst out crying.

The poor mother had lost all control over the boy. He thought she was ignorant because she knew no English. In the case of foreign truant boys this is almost invariably the situation.

HENRY.

In a number of cases there seems to be no definite cause except that the child is a "misfit" in the school system. In other cases oversize for class can be assigned as a distinct reason for truancy.

Henry was a 14-year old lad, much larger than the average boy of his age. For two years he felt uneasy in the classroom, and for two years he played truant. He thought he ought to be in a special class. He would simply stay away from school and sit on his doorsteps and read.

The mother was an intelligent woman and the home was well furnished and clean. She was the mother of nine children, five of whom were in school and attending regularly.

Henry is now working for the Adams Express Co., and is successful and happy. Why should he have suffered for two years in a school which did not fit his needs? He had a right to an education, but why not to an education in the right place and of the right kind?

WASTED HOURS.

The way the truants spend their time out of school throws some additional light upon possible causes of their absence from school. Eleven were permitted to remain at home, either doing odd chores or in desultory loafing, while 61 agreed that they spent their time at baseball games or merely idling on the street. Thirty-nine earned some money outside of school; eight gathered junk, one was a caddy at a golf club, and two played in roving bands. Sixty-one had no kind of employment.

HOME SURROUNDINGS.

That the home surroundings of these children have a large bearing upon their truancy is definitely shown by the facts gained. Thirty per cent of these youthful vagabonds lived in poor neighborhoods, and 32 per cent in poor, neglected, squalid surroundings. Twenty-five had no father in the home; 20 of the fathers had died, 5 had deserted, while 3 were in prison. Eleven of these children were motherless, while 40 had mothers who were regularly employed, and therefore but little in the home. Twenty-eight of the fathers were addicted to drink, and 20 of the mothers had similar habits. Fourteen mothers were found to be ignorant, neglectful, and of low mentality. Nine refused to cooperate in any way with the authorities, and eight were reported as positively vicious. In 15 of the families there were other truants than the cases being investigated. Thirty-three per cent of these parents had been prosecuted before magistrates for permitting the truancy of their children.

Some significant facts in regard to the parents of truants are shown in the following table:

	Father.	Mother.
Deceased	20	10
Deserters	5	1
Intemperate	28	20
Noncooperative	5	9
Employed (mothers)	....	40
Not employed (fathers)	4	....

This picture of squalid, ignorant, vicious home surroundings can not but impress one as being the largest contributory cause of lack of prompt and regular attendance in school. The only wonder is that so large a proportion of children living in such so-called "homes" do regularly find their way into the schoolroom.

TREATMENT RECOMMENDED.

That the home conditions of the truants investigated in Philadelphia are typical may be seen from the fact that an investigation of the homes of delinquents in Chicago has shown that in 50.5 per cent of the cases studied the parental conditions of delinquent children were not normal, the home relation being marred by death, desertion, divorce, by intemperance, poverty, insanity, and degeneracy. Obviously in most cases the home could not or would not assume the responsibility for the development of the good citizenship potential in these boys.

Therefore, as the responsibility must be assumed, it is wiser and more economical for the State to step in and form the characters of these boys before they become criminals than to spend millions for reform purposes when it is almost impossible for them to retrace their steps to manhood.

The institution which could and should undertake the care of these boys is not the reform school, nor the detention home, but the public school system, whose function is educational and constructive, not penal. If it is necessary to take charge of these boys for 24 hours every day for a year or more, until they are set on their feet as independent citizens, it should be done, with no taint of criminal record attached to them.

That the school as at present organized has done all in its power to correct these conditions may be seen from the fact that 70 per cent of the cases noted, after prolonged treatment in the individual school and through the district attendance office, were reported to the central compulsory education bureau, and that in 33 per cent of the cases the parents were prosecuted before magistrates, and in five instances more than once. Warrants were sworn out through the juvenile court for 9 of these boys, 9 were placed on probation, and since the investigation by the Public Education Association began, 16 have been committed to the House of Refuge or some other institution.

That some other method of treatment must be developed is further evidenced by the fact that in only four cases out of the hundred did principals believe that the habits of these truants could be corrected or appreciably improved under ordinary school conditions, and in only eight cases did they believe that transfer to special disciplinary classes would be effective. In four other cases the combined judgment seemed to be that further pressure brought to bear upon the parents might produce results, but in more than half of the instances noted the only hope for the child seemed to be to remove him from his home or other faulty environment.

There are three possible ways of producing this result: First, by boarding the child out in a normal home. That this method at present is ineffective can be seen from the fact that in only one case was a child transferred to the care of the Children's Aid Society. Second, by bringing the child before the juvenile court and eventually committing him to some reformatory institution where he will associate with other delinquents charged with crimes and other offenses much more serious than that of truancy. It is pitiful to note that in many cases the parents seem perfectly willing for this, when they urge that the boy should be "put away."

The third possibility is to develop some method under the direction of the public schools by which the child may be taken care of for 24 hours in the day, 365 days in the year, until such moral habits may be instilled as to place him firmly on the way to decent citizenship.

PART II.—A STUDY OF PARENTAL SCHOOLS IN THIRTEEN CITIES.

Various cities at different times have undertaken to solve the problem of their chronic truants and delinquents by the establishment of institutions or schools for their more or less permanent care. In many cases a type of school is apparently necessary which will take care of the child for 24 hours in the day, supply the needed family discipline, and give the individual touch which he fails to receive elsewhere. Such an institution a number of cities have found in the parental school.

The various schools of this character throughout the United States conform to two main types. The older schools were built generally on the congregate plan, which gathers the entire institution under a single roof. Where this plan is followed the school consists of but one large building. The modern tendency, however, is to get away from institutional life and substitute for it as near an approach to family life as can be secured. In accordance with this principle, many of the newer institutions use the segregate or cottage system. A number of small houses have been constructed, each large enough to accommodate a group of from 10 to 20 children. The "family" thus constituted, with its own master and matron, is a unit in itself, and supplies the much needed family life, for lack of which many of the children have been sent to the parental school.

Most of the schools where this system is in use have about 7 or 8 buildings in all, Boston having as many as 11. In some cases the children meet in a central dining room, though recently a strong movement has developed in favor of separate domestic establishments, complete in themselves, and many of the most up-to-date institutions have a kitchen and dining room in each cottage. The cottage system, which gives the advantage of family life and develops more normal social relations, is now generally considered the best plan.

There is a wide variation in the organization and management of these truant schools, and they range from the thoroughly organized institutional agencies, which are practically identical with the usual reform schools, including uniforms, guards, and confinement, to the freer farm school, where no institutional system is apparent.

In order to ascertain the methods at present in practical use in different cities in the United States, and, if possible, to develop a standard practice which might offer the most practicable remedy for this type of case, the Public Education Association of Philadelphia undertook a study of the existing schools.

Bulletin No. 14 for 1911 of the United States Bureau of Education, prepared by Dr. Van Sickle, Dr. Witmer, and Dr. Ayres, on "Provision for Exceptional Children in Public Schools," was used as the basis for the study. In this bulletin 24 cities are mentioned as maintaining parental or residential schools for exceptional children. To all of these, and to a number of others, the questionnaire appended at the close of this report was forwarded.

Four of the schools thus mentioned proved to be merely day schools for truants. Thirteen cities were found to maintain schools which might be strictly called parental schools, and on the answers received from these 13 cities the facts contained in this study are based.

THE SCHOOLS.

The institutions investigated are as follows: The Baltimore Parental School, the Boston Parental School, the Dole Street School for Truants in Buffalo, the Industrial School at Butte, Mont., the Chicago Parental School, the Cleveland Boys' School, the McAnne Parental Home of Kansas City, Mo. (situated at Independence, Mo.), the Newark Parental School (at Verona, N. J.), the New York Parental School (at Flushing, N. Y.), the Seattle Parental School, the Spokane Parental School, the Tacoma Parental School, and the Jefferson Farm School at Watertown, N. Y.

The earliest boarding schools for truants in this country were those in Cleveland, founded in 1850, and Newark, in 1874. Both of these are reform institutions, however, to which children are committed for criminal offenses as well as truancy, and commitment must be made by the juvenile court. The first real parental school was established in Boston in 1896. Buffalo followed in 1897, the Jefferson Farm School at Watertown, N. Y., was founded in 1898, the Seattle school in 1900, and the Chicago Parental School in 1902. Four schools, in Baltimore, Kansas City, Spokane, and Tacoma, were started in 1907 and 1908, and the most recent is that in New York, established in 1909.

THE SCHOOL PLANT.

Two of the schools investigated are situated in the city, three in the suburbs, and eight in country districts. The size of the grounds varies from one-half an acre, in Cleveland, to 107 acres, in New York. Other large schools are situated at Kansas City (100 acres), Newark (100 acres), and Spokane (80 acres). The size of the grounds is, as a general rule, large, especially in the country schools, although four schools have practically no ground around them.

As has been stated previously, the cottage system predominates, especially among the newer schools. A number of institutions are still built on the congregate plan, however, probably owing to the fact that the cottage plan is more expensive to maintain. The average cost of maintenance per child for the six congregate institutions studied was found to be $221.26 per year, while for the seven cottage institutions investigated it reaches the sum of $262.75. The following table shows the system used in the various schools, with the per capita cost of maintenance in each institution:

School.	System.	Per capita cost.
Baltimore	Congregate	$166.59
Boston	Cottage	300.00
Buffalo	Congregate	275.00
Butte	do	215.00
Chicago	Cottage	264.68
Cleveland	Congregate	286.00
Kansas City	Cottage	180.00
Newark	do	275.00
New York	do	267.19
Seattle	Congregate	177.00
Spokane	Cottage	250.00
Tacoma	do	302.41
Watertown	Congregate	208.00
Average		243.35

The cottage system particularly increases the expenditure for salaries, as it requires additional matrons and caretakers, to take charge of each family group. An investigation of institutions of this character made by the Russell Sage Foundation shows the average expenditure for salaries per child to be $57 per year in the segregate institutions studied, and only $37 in those built on the congregate plan. On the other hand, the cost of provisions was kept down in the cottage institutions, as the same study shows, averaging in them only $40 per child, as against $54 in the congregate schools.

Many congregate institutions are overcrowded, and the reduced per capita cost is often gained at the expense of the health and comfort of the children. This is clearly shown in the difference between the playroom and sitting room conditions revealed by the two methods. Experience proves that there is a great civilizing influence in neatly furnished sitting rooms, where children may sit quietly with their books or games. This influence can not be secured by the use of a schoolroom furnished with desks, or by the use of a bare playroom with benches around the edge.

Several of the newer schools have cottages built upon the most up-to-date plans, with every modern convenience, while others are planning the erection of new buildings in the near future. Tacoma, Wash., already has under way a complete new plant, with a view to ultimate accommodation of 300 boys. The first cottage, which has been built, is a three-story brick building, with all the comforts of a modern home, including fireplaces, shower baths, and room fitted for the care of the sick. Baltimore has recently purchased ground and a new school is now in process of erection.

VALUE OF PLANT.

The value of the total plant shows a wide range in the different cities, varying from a minimum of $12,000 to a maximum of $750,000 (New York), the buildings alone of the latter being valued at $670,000. Chicago has the most expensive grounds (worth $100,000), situated on the outskirts of the city; New York ranks next, at $80,000. With the exception of the latter, the schools with the largest grounds are by no means the most valuable, as they are generally situated in the country where land is cheaper. In one of the largest schools (Kansas City, 100 acres), the land is valued at only $15,000. Besides New York, which has the finest buildings, other valuable schools are located at Chicago (buildings, $400,000), Boston (buildings, $260,000), Newark, and Kansas City.

The following table shows the size and value of the school plant in the various cities in question:

School.	Land.	Buildings and equipment.	Total.	Acreage.
Baltimore	....	Not completed.	....	7
Boston	$60,000	$260,000	$320,000	30
Buffalo	2,000	10,000	12,000	1.5
Butte	....	....	77,000	9
Chicago	100,000	400,000	500,000	70
Cleveland	10,000	80,000	90,000	.5
Kansas City	15,000	180,000	195,000	100
Newark	40,000	185,000	225,000	100
New York	80,000	670,000	750,000	107
Seattle	50,000	45,000	95,000	17
Spokane	20,000	10,000	30,000	80
Tacoma	18,000	23,000	41,000	61
Watertown	3,000	14,000	17,000	54

MAINTENANCE.

In nearly all instances the parental schools are supported entirely by the board of education or the municipality. In Tacoma the State contributes 40 cents per day per pupil, and in Watertown, N. Y., the State pays $125 per year per pupil. No others receive any support from the State, except as part of the general State appropriation for public schools. In Watertown, in addition to the State appropriation for the school, each school district sending boys pays $4 per week for each boy, the board of education of the community contributing only $1,000 for the maintenance of the school.

In a few instances (Kansas City, Newark, etc.), parents pay a small amount, according to their ability. In several others (New York, Tacoma, Chicago, Baltimore), the parents furnish all or part of the children's clothing. In Cleveland and Spokane children admitted on petition of the parents pay their board.

In no case is a school dependent upon private funds to any appreciable extent for support.

CAPACITY AND ENROLLMENT.

The largest parental school in the country is in Chicago, and it is filled to its utmost capacity, somewhat over 300. Other large schools are those at Cleveland, Boston, New York, while the schools at Baltimore, Spokane, Tacoma, and Watertown accommodate only from 30 to 40 pupils each. It is noticeable that in nearly all cases the total enrollment per year is very largely in excess of the average enrollment, showing that in many cases pupils stay much less than a year. This is of course particularly true in the Cleveland Boys' School and the other institutions which take delinquents as well as truants.

The following table shows the capacity and enrollment in the different schools.

School.	Capacity.	Total enrollment per year.	Average enrollment.
Baltimore	40	71	35
Boston	200	307	127
Buffalo	60	200	50
Butte	100	160	27
Chicago	312	750	312
Cleveland	250	982	225
Kansas City	160	281	160
Newark	175	270	183
New York	216	549	192
Seattle	100	150	95
Spokane	40	54	30
Tacoma	30	32	20
Watertown	30	45	26

THE STAFF.

With the exception of those in Boston and Newark, all of the institutions noted are a definite part of the public-school system and have the same relation to it as any other school. The Boston school is under another department of the city of Boston but maintains close relations with the school system, even to the extent that the superintendent of the school must be acceptable to the school committee, and the institution is inspected frequently by the superintendent of schools or his representative. The school at Newark maintains relations with the public-school system only through close cooperation.

In 6 of the 13 schools studied the superintendent or principal of the parental school ranks as a regular school principal. In most of the others he ranks as a special school principal. In nearly all cases he is required to be a man of superior attainments, with adequate college or normal school training and large experience. The principals of the schools at the present time are nearly all men of middle age, with at least 15 or 20 years' teaching experience. In many instances they have had advanced social training and institutional experience as well, though in some cases they are chosen for particular ability and fitness from among the best of the principals in the regular schools. They are usually chosen by the board of education and the superintendent of schools, often by competitive examination, and receive salaries varying from $1,200 to $3,000, with board for themselves and frequently for their families. The average salary received by the parental school principal is about $1,700 (and board).

In most of the schools the class-room instruction is given by a comparatively small number of teachers. Six have only one or two academic instructors each, in addition to the principal. Chicago has the largest number with 10, New York and Boston are next with 8 each, and Kansas City has 6. The average number of pupils per teacher in all of the schools is 10.7. This, however, includes the industrial classes as well as the academic.

The instructors are chosen in the same manner as the principal or superintendent from eligible lists, usually by the board of education. Nearly always some experience in teaching is demanded. Cleveland and Kansas City require that teachers shall be among the most experienced in the city, and in most instances they are selected for particular ability in dealing with difficult cases. In Baltimore they must have had experience in manual training as well as academic work.

As handwork and physical training receive especial attention, many of the schools have a large and well-organized corps of instructors in these subjects. New York employs nine manual-training teachers in addition to its academic staff, Newark has seven, Seattle five, Cleveland four, Buffalo three, Butte, Kansas City, Spokane, and Tacoma one each, and in Boston and Baltimore instruction in manual training is given by the regular teachers.

The instructors in industrial branches are selected in the same manner as the other teachers—for peculiar fitness, skill in teaching, special ability in dealing with boys, and talent for discipline. They are required to have had training in their respective subjects and generally experience in teaching them. Practically all have had experience in industry as well. They are usually transferred from the public schools or from institutions where they have had experience in teaching.

The salaries of teachers in the parental schools are usually slightly higher than those of teachers in the regular graded schools. They run highest in New York, where the maximum is $1,800. The salaries of manual-training teachers are much the same as those of the academic instructors, although in a few cases—Cleveland, Newark, etc.—they are considerably higher. In New York and Seattle only are they lower.

The following table shows the salary schedules for teachers in the parental schools. It must be remembered in connection with salaries of all employees that board is included.

School.	Principal.	Academic instructors.		Industrial instructors.	
		Minimum.	Maximum.	Minimum.	Maximum.
Baltimore	$1,600	$600	$1,020	....	....
Boston	2,000	500	1,272	....	....
Buffalo	1,200	950	1,150	....	....
Butte	1,020	1,020	1,020	$1,020	$1,020
Chicago	(1)	(2)	(2)	....	....
Cleveland	1,800	550	1,050	1,200	1,650
Kansas City	2,400	750	1,100	750	1,100
Newark	2,000	480	480	850	850
New York	3,000	900	1,800	600	600
Seattle	1,500	900	1,020	480	720
Spokane	1,200	500	750	600	600
Tacoma	1,200	900	1,200	900	1,200

[1] Salary same as elementary principal.

[2] Salary same as elementary teacher plus $5 per month.

The larger schools employ in addition to the staff of teachers a number of other employees, caretakers, matrons, truant officers, etc. Chicago has 16 such employees, Boston 15, Kansas City 12, while the smaller institutions have one or two each. In Newark each cottage has a master and matron who are man and wife, selected for their special fitness for training pupils in the proper mode of family life. The 16 officers in Chicago, one in charge of each cottage, are in addition to the class-room teachers, and are denoted "family instructors."

THE PUPILS.

All of the schools studied receive boys only. The percentage of girl truants is so small (only about 5 per cent as against 95 per cent boys), as to lead all special schools for truants to close their doors against them, the benefits accruing from receiving girls not being sufficient to offset the numerous difficulties which would arise in connection with coeducation. Neither has the number of girl truants in any city been sufficiently large to warrant opening a special school for them.

The school at Seattle takes children of any age up to 15, Butte up to 16, and Cleveland any age from 3 years up, although it is probable that very few children below school age are committed, even for other misdemeanors than truancy. In the rest of the schools the age limit begins at 7 or 8 years and runs up to 16 or 18. The usual limits are from about 7 to 16 years of age, although three institutions admit children as old as 18 years.

A large proportion of the children committed are foreigners. With the exception of Kansas City, which places the figure at 25 per cent, Baltimore with 48 per cent, and Seattle, which reports but a few, all have over 50 per cent foreign, and most of them as many as 75 or 80 per cent. Butte, Mont., states that 90 per cent of the children received are of foreign parentage, and Tacoma states that practically all are foreign. Boston places the proportion at 67 per cent, New York at 75 per cent. The number of foreigners in all the schools averages 63 per cent.

School.		Foreign.
Baltimore	per cent..	48
Boston	do....	67
Buffalo	do....	75
Butte	do....	90
Cleveland	do....	80
Kansas City	do....	25
Newark	do....	80
New York	do....	75
Seattle	do....	10
Spokane	do....	50
Tacoma	do....	100
Watertown	do....	60
Average		63

COMMITMENT AND TERM.

Five schools, in Baltimore, Boston, Buffalo, New York, and Watertown, take truants only. The rest of the schools studied take delinquents as well. In all cases commitment may be made by the juvenile court; in Chicago, Cleveland, Kansas City, Newark, New York, Spokane, and Watertown by the school authorities also, although in some instances petition must be made by them to the court. In Buffalo, Newark, and Spokane children may be admitted on petition of parents as well.

In most of the schools commitments are made for indefinite periods of time, and the term is dependent upon the conduct and progress of the child while in the school. In Newark the commitment is made for the full term of minority, and the boys are under the jurisdiction of the school until they are 21 years old, although they may be placed on parole and enjoy a considerable amount of freedom one year or more after commitment. Other schools have a maximum limit of commitment of one or two years. The minimum term runs as low as 20 days (in Kansas City). In Chicago it is only 30 days, in Butte and Buffalo four and six weeks, respectively.

In most cases the children are automatically released when they reach the age of 15 or 16, but it is notable that in most cases unless the commitment is made at a rather advanced age release is accomplished long before they reach the age limit. Of all the schools, Boston alone states the average time of detention to be more than a year. Cleveland, Spokane, and Tacoma give one year as the average time. Frequently it is much less, running as low as six months in Chicago, Butte, and Watertown.

The terms of commitment and length of detention are shown in the following table:

School.	Period of commitment.	Average time of detention.	Legal limit of detention.	
			Minimum.	Maximum.
Baltimore	Indefinite	8–9 mos	Indeterminate	16 years old.
Boston	do	1½ years	do	Indeterminate.
Buffalo	do	2½ mos	6 weeks	2 years.
Butte		6 months	4 weeks	16 years old.
Chicago	Indefinite	6½ mos	30 days	14 years old.
Cleveland	1 day–7 years	1 year		
Kansas City	2–4 years	7 months	None	None.
Newark	Minority		21 years old	21 years old.
New York	2 years	7 months	None	None.
Seattle	Indefinite	8 months	None	16 years old.
Spokane	do	1 year	None	None.
Tacoma	15 years old	do	1 year	15 years old.
Watertown	3 months–2 years	6 months	3 months	2 years.

Only in Cleveland, Kansas City, and Tacoma are pupils allowed to leave the school for Saturdays and Sundays and holidays. In Tacoma this privilege is dependent upon their conduct and is determined by the head teacher. In no other places are they allowed to make visits to their homes or elsewhere during the period of commitment.

THE CURRICULUM.

The children remain on the school premises the entire 24 hours of the day and night, and the masters are always presumed to know just where they are and what they are doing. Their occupations and pastimes are not prescribed for the entire day, however, and they are left to amuse themselves or do whatever they like for a certain number of hours, varying in the different institutions. A much larger portion of the day is spent in school work than in the regular day schools, most of the extra hours being devoted to industrial and manual work or outdoor exercises.

The length of the school day and the amount of time devoted to different kinds of activities is shown in the following table:

School.	School day—hours.	Academic work—hours.	Industrial work—hours.
Baltimore	5	4	1
Boston		5	
Buffalo	6½	3¼	3¼
Butte	7	5½	1½
Chicago	6	4	2
Cleveland	7		
Kansas City	12	6	6
Newark	6	3	3
New York	6	3	3
Seattle	7	5	2
Spokane	6	5	1
Tacoma	5	4	1
Watertown		5	

The figures here given, it must be remembered, represent, in most cases, only the hours given to actual classroom instruction or shop work. In nearly all of the schools a large amount of additional time is given to out-door work in farm or garden, or in work about the house, as well as to physical training and athletics.

The grading of the regular public schools is followed in the main and the academic subjects taught are without exception the same as in the regular elementary school curriculum, sometimes slightly abridged or condensed to make room for more industrial or manual work. In all of the schools the latter field is emphasized. The aim is to appeal to the restless and indifferent child, the child who does not like book learning and wants to do something "useful." It is from this class that the largest percentage of truants come. When the attempt to appeal to him through books has failed, his always-ready interest in "doing things" is turned into useful currents, employing eye and hand.

Some of the schools (Baltimore and Kansas City) merely give an increased amount of attention to the ordinary manual training work taught in the regular grades. In these schools the work is of the most elementary character, and includes willow, reed, raffia, and basketry for the younger children and wood turning and the various branches of woodwork for the older boys. Other schools teach definite trades to a sufficient degree of skill that upon leaving the school the boys apprenticed to various concerns can take up the regular work in their respective vocations. In Newark, in addition to the ordinary branches of manual training, instruction is given in masonry, printing, shoemaking, tailoring, farming, and laundry work. In New York printing, plumbing, tailoring, carpentry, laundering, and cooking are taught. The school at Butte teaches cabinetmaking, and Boston, Buffalo, and Cleveland likewise give instruction in one or more trades. This instruction, it must be remembered, is of necessity of rather an elementary character, because the boys do not usually remain in the school long enough to become finished artisans.

In addition to the shop work, in nearly all instances boys are taught farm work and gardening, and a large amount of time each day is spent in the culture and practice of this useful and healthful occupation. Gardening in some form is taught in the parental schools in Boston, Chicago, Cleveland, Kansas City, Newark, New York, Seattle, Spokane, Tacoma, and Watertown. In Boston careful attention is given to the care of stock and poultry.

The various branches of farming receive especial attention in the Jefferson Farm School at Watertown, N. Y., where it is hoped to develop an elementary school of agriculture. It is intended to construct a large poultry house in the near future, and make quite a thorough study of poultry raising. It is also hoped to develop a small dairy. Acting on the supposition that the boys sent there are not fitted for life in cities, the aim is so to conduct the school as to arouse in them a liking for agricultural pursuits, and thus make useful citizens of them.

It is the object in all of the parental schools to keep the children busily and usefully employed in doing the things which they naturally like to do, and at the same time make them feel that they are accomplishing something. The methods learned in the shop are put into practice in keeping the school plant in perfect working condition, and in simple repairs on the buildings and machinery. Frequently a large part of the housework is done by the children, and there is no branch of this form of service which boys, in some of the schools, are not taught to do. Cooking and baking are taught in Boston, Buffalo, and New York, and in other places cleaning and scrubbing, bed making, and dish washing are a part of the day's work, while in Tacoma the boys even do a part of their own washing and mending.

PHYSICAL CARE.

In all of the schools careful attention is given to physical care and training. Regular examinations are made by a physician (in many cases resident in the school) upon entering and leaving, and usually at frequent intervals throughout the school term. In New York, Seattle, and Watertown these examinations are made as often as once a month, in Spokane, three or four times a year, in Boston twice a year, and at irregular intervals in the various other schools.

In the schools situated within the city limits much attention and time is given to gymnastic work—as much as 14 hours a week in Buffalo and Butte. In the country schools, however, outdoor work is substituted for gymnastics, which receive little or no attention, the pupils spending all of their exercise periods in farm work and gardening, apparatus work on the playground, and athletic sports.

Psychological tests for mental deficiency are made before admission whenever necessary, although it is noticeable that no school makes such tests a requirement for admission, or makes them in all cases. All children whose mental ability seems doubtful, however, are tested, and deficient, or feeble-minded children are usually rejected. If a child proves to be feeble-minded after admission, he is at once sent to some other institution, usually the State school for the feeble-minded. In some schools this transfer is a legal process, and must be done with the consent of the court.

Two institutions are exceptions to this rule. Buffalo takes an unusual attitude in regard to feeble-minded children. We quote as follows from the statement made by the superintendent of the school:

> It is to the advantage of subnormal to be with normal children. Truants and delinquents are often found in depleted physical condition, owing to unhygienic conditions

of home life, extending over a long period of time. Poor food, irregular hours of sleep, bad air, very often have such enervating effects as to indicate feeble-mindedness. We find that by giving some children hygienic conditions they become normal children. This is also borne out by the report of the State Asylum for Feeble-Minded Children and Idiots at Rome, N. Y.

To hurry off into an institution for the feeble-minded a child who is not mentally alert because of an unhygienic past life is committing an unspeakable wrong upon the child. Such a child should be placed in a parental school and built up physically.

In accordance with this idea, deficient children, though rarely sent to the school, when received are retained and given special individual care and attention. Kansas City also receives deficient children in some instances where the case is not too extreme, and trains them with normal boys. While it may be admitted that this policy is for the best good to the subnormal child, it is doubtful whether it is in accordance with the principle of "the greatest good to the greatest number," and its wisdom is therefore questionable.

While feeble-minded and deficient children are almost universally rejected by these schools, particular care and attention is invariably given to backward children. In Boston the work is always adapted to the child. He is not only classified according to age and mentality but "especial attention is given to those who respond more readily to hand education." Other institutions have special forms of training for backward children, with a variable curriculum fitted to the needs of each case, more time being given where advisable to industrial and handwork. The tendency, however, is rather toward special attention, with individual help and instruction, rather than any different form of training.

The attempt is made in all cases, whether backward or normal, to develop the individual. It is the constant aim of principal and teachers, matrons and caretakers, to study the individual child, catch his interest and appeal to the bent of his mind, and by giving steady encouragement to all that is good, to bring out the very best that is in him. To fit the system to the child, not the child to the system, is the basic principle of the parental school.

DISCIPLINE.

The discipline in most of the schools is strict, although the attempt is first made to appeal to the reason of the child, and punishment is only resorted to where absolutely necessary. The boys are usually kept under careful surveillance, night and day, although in most cases all possible means are used not to render them self-conscious or make them feel that they are being watched.

Seven of the schools use corporal punishment, though four of these state that they use it very occasionally and only when everything else fails. Denial of food, especially of desserts, and the substitution of plainer and less appetizing food, is also a favorite method, in use in five schools. Deprivation of privileges and loss of playtime are among the modes of punishment most frequently employed.

The following table shows the methods of discipline used in the various schools investigated:

School.	Methods of discipline.
Baltimore	Moral suasion, denial of food, isolation, deprivation of pleasures.
Boston	Demerit, stand on line, deprivation of desserts and playtime, corporal punishment occasionally.
Buffalo	Denial of part of meals, corporal punishment very occasionally.
Butte	Corporal punishment, deprivation of privileges.
Chicago	Substitution of food, extra duty.
Cleveland	Corporal punishment occasionally.
Kansas City	Same as in any public school.
Newark	Loss of merit marks, corporal punishment occasionally.
New York	Denial of privileges, loss of uniform, extension of time, quiet room, school work during industrial sessions.
Seattle	Military exercises, denial of certain articles of food.
Spokane	Moral suasion, military exercises.
Tacoma	Denial of food, solitary confinement, corporal punishment.
Watertown	Corporal punishment.

RELIGIOUS TRAINING.

Religious exercises are held in all of the schools on Sunday, except in Butte, where the law of the State of Montana forbids such exercises in public schools. Many of the schools hold daily chapel exercises as well. In no case is preference given to any denomination, the services being either undenominational in character or conducted by representatives of different denominations in turn. In three instances they are conducted by the principal or one of the teachers, in the rest by volunteers from the Young Mens' Christian Association or elsewhere, or by visiting clergymen of different faiths. In Baltimore, Boston, and Newark, instruction is provided for children of Jewish and Roman Catholic parents in their own faith, with services in the various Protestant denominations for children of Protestant parents. In six of the institutions the children are allowed to attend churches outside. In Baltimore, Boston, Buffalo, Chicago, Cleveland, Kansas City, Newark, New York, and Seattle, attendance at religious services is compulsory, while it is optional in Spokane, Tacoma, and Watertown.

AFTER CARE.

Upon dismissal from the parental school, the children are usually sent back to their own homes, and if they have not reached the legal age limit, to the school from which they came. If their own homes are unsuitable, a home which will meet their needs is found for them. In most cases this is the extent of the social responsibility assumed by the school. In Boston and Newark visits are made to the home, and an attempt is made to correct evil conditions; in other places, if it is deemed that such attention would be of service, the case is referred to a social agency. But in most instances the school has little opportunity for such work.

Supervision of the child does not cease with his return to the home, however. A careful record is kept of every child leaving the parental school. In many cases this is obtained from his home school at regular periods, sometimes by visits to the home, and in Boston the child is required to report once a month at the parental school. In Spokane a report is received as often as once a week, and in many places a monthly record is kept. The Cleveland Boys' School alone, of all the institutions studied, keeps no record of results accomplished.

The fact that the average number of children who are returned to the schools after dismissal is only 24 per cent of the cases dealt with gives some indication of the success of the parental school system. Thus, even allowing for those who are released because they reach the age limit, it is fairly safe to say that in two-thirds of the cases received, and they are without exception the worst cases of truancy in the city, the fault for which they were committed is cured by a residence of a year or more at the parental school.

Of the ultimate success of the children so trained little information is available, as most of the schools have no data concerning them after they reach the age of 16 or 18, but it is agreed by the authorities in charge that only a very small percentage relapse or become criminal, and that approximately three-fourths attain a fair amount of success in their future career. When it is remembered that these boys come usually from homes of degradation and poverty of the very worst type, and are considered practically hopeless cases, it may reasonably be inferred that the training received in the parental school has done something which the regular public school could not do to start them on the way to a useful life.

Statistics of parental schools in thirteen cities.

City.	Location.	Size, acres.	Acres per pupil.	Value of plant.	Cost of buildings per pupil.	Cost of maintenance per pupil.	Supported by—	System.	Teachers and officers.	Average number pupils.	Age limits.	Committed for—	Average time of detention.
Baltimore, Md.............	Country...	7	0.2	Not complete.	Not complete.	$166.59	Board of education	Cong..	5	35	8-16	Truancy..........	8-9 mos.
Boston, Mass...............	Suburbs..	30	.8	$320,000	$2,047.24	300.00	City of Boston....	Seg....	24	127	7-15	Truancy..........	1½ yrs.
Buffalo, N. Y...............	City.......	1½	.03	12,000	200.00	275.00	Board of education	Cong..	8	50	7-16	Truancy..........	2½ mos.
Butte, Mont...............	Suburbs..	9	.3	77,000	....	215.00	Board of education	Cong..	7	27	1-16	Truancy and delinq.	6 mos.
Chicago, Ill.................	Suburbs..	70	.2	500,000	1,250.00	264.68	Board of education	Seg....	27	312	7-14	Truancy and delinq.	6½ mos.
Cleveland, Ohio...........	City.......	½	.002	90,000	355.55	286.00	Board of education	Cong..	19	225	8-18	Truancy and delinq.	1 yr.
Kansas City, Mo...........	Country...	100	.6	195,000	1,125.00	180.00	Board of education	Seg....	20	160	6-17	Truancy and delinq.	7 mos.
Newark, N. J...............	Country...	100	.5	225,000	1,010.93	275.00	City of Newark....	Seg....	19	183	8-18	Truancy and delinq.	During minority.
New York, N. Y...........	Country...	107	.5	750,000	3,437.44	267.19	Board of education	Seg....	25	192	10-15	Truancy..........	7 mos.
Seattle, Wash.............	Country...	17	.18	95,000	421.05	177.00	County............	Cong..	14	95	1-15	Truancy and delinq.	8 mos.
Spokane, Wash............	Country...	80	2.6	30,000	333.33	250.00	Board of education and State.	Seg....	5	30	7-17	Truancy and delinq.	1 yr.
Tacoma, Wash.............	Country...	61	3.05	41,000	1,150.00	302.41	Board of education and State.	Seg....	5	20	8-15	Truancy and delinq.	1 yr.
Watertown, N. Y..........	Country...	54	2.07	17,000	538.46	208.00	Board of education and State.	Cong..	5	26	7-16	Truancy..........	6 mos.

QUESTIONNAIRE USED IN SURVEY OF PARENTAL SCHOOLS.

I. THE SCHOOL.

What is the name and address of your school?

When was it founded?

Is it situated in the city or in the country?

How many acres do your grounds include?

What is the number, character, and cost of your buildings? What is the approximate value of your (a) land.......(b) equipment.........

What is the cost of maintenance per child per year?

- (a) To what extent is this cost borne by the State?
- (b) To what extent by the municipality or board of education?
- (c) To what extent by the parents of the children committed?
- (d) To what extent by private agencies?

What is the capacity of your school?

What is your total enrollment per year?

What is the average number of children accommodated at one time?

Do you follow the congregate or segregate (cottage) system?

II. THE STAFF.

(1) What is the title of the chief executive officer?
- Experience?
- Training?
- How selected?
- Salary?
- Is this position ranked as regular school principalship?
- What is his relation, if any, to public school system?

(2) How many academic instructors?
- How selected?
- In general, what preliminary experience and training are required?
- Salary? Minimum.............
  Maximum.........
- Subjects taught?

II. THE STAFF—Continued.

(3) How many industrial instructors?
- How selected?
- Experience?
- Training?
- Salary? Minimum.............
  Maximum.........
- Subjects taught?

(4) How many caretakers other than teachers?
- Qualifications?
- Salary? Minimum.............
  Maximum.........

III. THE CHILDREN.

What are the age limits for commitment of children to the school?

Do you provide for boys? ....
Girls?......... Both?.......

For just what kind of offenses are children committed to your school?

Are delinquent children sent to you?

Are only truant children sent to you?

What per cent of the children accommodated by you are of foreign parentage?

IV. COMMITMENT AND TERM.

By whom are children committed to your care?

Transfer by school authorities?........

Commitment by juvenile court?......

By what other method may a child be committed?

What are the legal provisions governing transfer or commitment?

When were these provisions enacted?

Are they regulations of Board of Public Education, city ordinances, or State laws?

For what period are commitments made?

What is average time of detention?

How and by whom is the duration of stay determined?

What, if any, is the legal limit of their stay? Minimum ....
Maximum.........

Are pupils permitted to return to their homes for Saturday and Sunday?

Do pupils leave the school for regular vacation periods?

V. CARE AND TRAINING.

1. Physical care.
   - How often and by whom are the children examined?
   - How much time per week is each child required to spend in gymnastics?
2. Mental training.
   - Are psychological tests for mental deficiency made before admission?
   - What form of special training, if any, is given to backward children?
   - Do you give training corresponding to the regular school grades?
   - What is length of school day? Academic work...... Industrial work........
   - If a child committed is found to be feeble-minded, is he sent to a place of permanent custody?
   - If so, what?
   - If not, what is done with him?
   - What are the legal requirements in this matter?
3. Industrial training.
   - What kinds of industrial training are given?
   - How advanced is this training?
   - Have the teachers had experience in active industry?
   - How are the children usefully employed—farm work, etc.?
4. Religious training.
   - How often are religious exercises held?
   - By whom are they conducted?
   - Is any denominational preference given?
   - Is attendance at these exercises compulsory?

V. CARE AND TRAINING—Contd.

4. Religious training—Continued.
   - Are pupils permitted to attend neighboring churches?
5. Discipline.
   - What disciplinary measures are used — corporal punishment, denial of food, cell, or other measures?
   - By whom is such discipline administered?
   - To what extent, when, and under what conditions are children free from surveillance? 1. By day?...... 2. By night?......
6. Individual care.
   - What attempt is made to appeal to each individual child's ambitions, needs, and desires?
   - Under whose supervision is such care?

VI. PROVISION FOR AFTERCARE OF CHILDREN.

- How and where are children placed after leaving the school?
- What attempt is made to correct home conditions during time of child's commitment?
- What methods do you employ for following the children up to see if they are successful?
- What per cent are returned to the school?
- What per cent have relapsed or become criminal?
- What per cent have maintained a fair average of success?

VII. FURTHER REMARKS.

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....

Please send us copies of your catalogue, printed forms, and records, if you have any. Any additional information will be much appreciated.

———— ————

[Name and title of official filling out this blank.]

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BULLETIN, 1915, NO. 30 - - - - - - - - WHOLE NUMBER 657

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CONTENTS.

Generalities:

Page.

- Bibliography.......... 7
- New periodicals.......... 9
- Publications of associations, societies, conferences, etc.—
  - National.......... 9
  - State and local.......... 14
  - Foreign.......... 23
  - International.......... 23
- Documents.......... 23
- Encyclopedias.......... 24

History and description:

- General.......... 24
- Ancient.......... 25
- Medieval.......... 25
- Modern.......... 25
- United States—
  - General.......... 25
  - Public-school system.......... 28
  - Secondary education.......... 28
  - Higher or university education.......... 29
  - National education association.......... 30
- Canada.......... 30
- South America—West Indies.......... 31
- Great Britain.......... 31
  - Secondary education.......... 32
  - Higher or university education.......... 32
- Austria.......... 32
- France.......... 33
- Germany.......... 33
  - Higher or university education.......... 34
- Italy.......... 35
- Belgium.......... 35
- Denmark.......... 35
- Sweden.......... 35
- Iceland.......... 35
- Switzerland.......... 35
- Asia.......... 35
- China.......... 35
- India.......... 36
- Japan.......... 36
- New Zealand.......... 36
- Philippine Islands.......... 36

Biography.......... 37
Theory of education.......... 38

Principles and practice of teaching:

- General.......... 42
- Special methods of instruction.......... 44
  - Moving pictures, phonographs, etc.......... 44
- Methods of study.......... 45
- Educational psychology.......... 45
  - Child study.......... 48
  - Child psychology.......... 49
  - Plays, games, etc.......... 49

Principles and practice of teaching—Continued.

Page.
Kindergarten and primary education........ 50
  Montessori method........ 52
Elementary or common-school education........ 54
  Rural schools........ 54
  Curriculum........ 57
    Reading........ 58
    Penmanship........ 58
    Spelling........ 58
    Composition and language study........ 59
    Languages........ 59
    History........ 59
    Geography........ 59
    Nature study and science........ 60
    Arithmetic........ 60
    Art........ 61
    Occupations and busy work........ 61
    Music........ 61
    Agricultural training........ 61
    Domestic science........ 62
    Physiology and hygiene........ 62
    Manual training........ 62
Secondary education........ 63
  Curriculum........ 64
    English and composition........ 64
    Modern languages........ 66
    Ancient languages........ 66
    History........ 67
    Civics........ 67
    Debating........ 67
    Economics........ 67
    Mathematics........ 67
    Geometry........ 68
    Science........ 69
    Physics........ 69
    Chemistry........ 70
    Botany........ 70
    Biology and zoology........ 70
    Physiology and hygiene........ 70
    Agricultural training........ 70
    Domestic science........ 71
    Commercial subjects........ 71
    Ethics........ 71
Education and training of teachers........ 72
  Teachers' institutes, meetings, etc........ 72
  Certification and tenure........ 73
  Teaching as a profession........ 73
  Normal schools........ 74
  Pedagogy in universities........ 75
Higher education........ 75
  Small colleges........ 78
  Supervision and administration........ 78
  College faculty........ 79
  Articulation of high school and college........ 79
  College entrance requirements........ 80
  Curriculum........ 81
    Special subjects........ 81
      Debating........ 82

Principles and practice of teaching—Continued.

Higher education—Continued.

Page.
Degrees........ 82
Fellowships and scholarships........ 82
College graduates in life........ 83
School government, architecture, equipment, etc.:
Administration—*a*. Supervision and organization—
General........ 83
National education office........ 84
School finance........ 85
Teachers' salaries and pensions........ 85
School records and reports; educational statistics........ 85
School books........ 86
Centralization of rural schools........ 86
Administration—*b*. Management and discipline........ 87
Rewards and punishments........ 87
Classification and grading........ 87
Examinations........ 88
Retardation and elimination........ 88
Attendance; truancy........ 90
School age........ 90
Self-government........ 90
School architecture and equipment........ 91
College architecture........ 91
Ventilation and lighting........ 92
School hygiene........ 92
Medical inspection of schools........ 93
Feeding of school children........ 94
Special subjects—
Teeth........ 94
Tuberculosis........ 94
Open-air schools........ 94
School gardens........ 95
Play and playgrounds........ 95
Physical training........ 96
Public schools........ 97
School festivals, special days, etc........ 97
Student life and customs........ 97
College fraternities........ 98
High-school fraternities........ 98
Education—Special forms, relations, and applications:
I. Forms—
Self-education........ 99
Private-school education........ 99
II. Sociological aspects of education—
Education and society; citizenship........ 99
Education and life........ 101
Schools as social centers........ 101
Home and school........ 102
Child welfare; child labor and education........ 103
III. Moral and religious education—
General........ 105
Moral education........ 105
Religious education........ 106
Religious pedagogy; the Sunday school........ 107
Universities and colleges........ 108
Religious instruction in public schools........ 109

Education—Special forms, relations, and applications—Continued.

III. Moral and religious education—Continued.

Page.
Denominational schools and colleges 110
International conciliation 110
IV. Types of education—
Humanistic education 111
Vocational education 112
Vocational guidance 114
Manual training 115
Industrial and trade education 116
Technical education 118
Agriculture 119
Domestic science 120
Professional education (professions and occupations) 121
Commerce and industry 121
Engineering 121
Fine arts 121
Journalism 122
Law 122
Medicine 122
Training of nurses 123
Music 123
Theology 124
Naval and military education 124
Mathematics: Study and teaching 124
V. Education of women 125
Coeducation 127
VI. Special classes of persons—
Indians 128
Negroes 128
Orientals 129
Immigrants and children of immigrants 129
Exceptional children 129
Physically defective children 130
Crippled children 130
The deaf 130
Mentally defective children 131
Morally defective—truants, etc 132
VII. Education extension—
Continuation schools 132
Chautauquas 133
University extension 133
Libraries in education 133
Museums 134
Universities, colleges, etc.:
United States 134
Canada 135
South America 135
Great Britain 136
Germany 136
Norway 136
Spain 136
Turkey 136
China and Japan 136
Author and subject index 137

BIBLIOGRAPHY OF EDUCATION, 1911-12

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GENERALITIES

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46. **American teacher.** v. 1, no. 1, January 1912. Published monthly, except July and August, New York, N. Y.

47. **English journal.** The official organ of the National council of teachers of English. v. 1, no. 1, January, 1912. Published monthly, except July and August. University of Chicago press, Chicago, Ill. (J. F. Hosic, managing editor)

48. **Kansas school magazine.** v. 1, no. 1, January 1912. Published monthly, except July and August, Emporia, Kans. (E. F. Riley, editor-in-chief)

PUBLICATIONS OF ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.

NATIONAL

American association of farmers' institute workers. *See* 1474.

American association to promote the teaching of speech to the deaf. *See* 1622.

American federation of arts. *See* 1504.

American home economics association. *See* 1486.

49. **American institute of instruction.** Proceedings of the meeting held at North Conway, N. H., July 2–5, 1912. Journal of education, 76: 89–97, 100–105, July 18, 1912.

Contains: 1. W. H. Allen: The current tests of school efficiency, p. 91–93. 2. Evangeline W. Young: Sex and education, p. 93–95. 3. A. W. Edson: The education and training of exceptional children in the public schools, p. 95–97. 4. J. G. Thompson: Economy of time and effort in the elementary grades, p. 100–102. 5. Fannie A. Smith: Kindergarten hand-work in Germany and at home, p. 103–105.

American instructors of the deaf. *See* 1623.

American library association. *See* 1656.

American medical association. Council on medical education. *See* 1514.

American nature-study society. *See* 640.

American school hygiene association. *See* 1097.

American school peace league. *See* 1368.

American society of superintendents of training schools for nurses. *See* 1523.

Association of American agricultural colleges and experiment stations. *See* 1475.

Association of American law schools. *See* 1512.

Association of American medical colleges. *See* 1515, 1516.

Association of American universities. *See* 855.

Association of colleges and preparatory schools of the middle states and Maryland. *See* 856.

Association of colleges and preparatory schools of the Southern states. *See* 857.

Association of collegiate alumnæ. *See* 1553.

Association of history teachers of the middle states and Maryland. *See* 749.

Association of mathematical teachers in New England. *See* 756.

Catholic educational association. *See* 1359.

Central association of science and mathematics teachers. *See* 776.

Eastern art and manual training teachers' association. *See* 1427.

Eastern association of physics teachers. *See* 777–779.

Lake Mohonk conference of friends of the Indian and other dependent peoples. *See* 1586.

Lake Mohonk conference on international arbitration. *See* 1369.

Music teachers' national association. *See* 1525.

National association for the study and education of exceptional children. *See* 1606.

National association of state universities. *See* 858.

National association of teachers in colored schools. *See* 1589.

National child labor committee. *See* 1261.

National conference on the education of backward, truant, delinquent and dependent children. *See* 1641.

National conference on vocational guidance. *See* 1421.

National council of teachers of English. *See* 709.

50. **National education association of the United States.** Journal of proceedings and addresses of the forty-ninth annual meeting held at San Francisco, Cal., July 8–14, 1911. Winona, Minn., The Association, 1911. 1172 p. 8°.

General session.

Contains: 1. Helen M. Wixson: The cause of education, p. 83–86. 2. Ella F. Young: Hypothesis in education, p. 87–90. 3. J. H. Baker: Reorganization of American education, p. 94–103. 4. Mrs. Emmons Blaine: The opportunity of the teacher, p. 103–15. 5. Margaret E. Schallenberger: The development of personality thru education, p. 116–21. 6. Samuel Avery: Can we shorten the term of years without decreasing efficiency of education in American schools? p. 126–32. 7. Katherine D. Blake: Peace in the schools, p. 140–46. 8. F. G. Blair: Progress in public education, p. 146–55.

Department of superintendence (Mobile meeting, 1911).

9. A message of achievement from the Southland—H. J. Willingham: The progress of its schools, p. 166–69; J. M. Gwinn: The ideals of its people, p. 169–74; L. B. Evans: The glory of its children, p. 175–78. 10. The present status of education in America—Ella F. Young: In the elementary schools, p. 183–86; E. U. Graff: In the secondary schools, p. 186–91; G. P. Benton: In the colleges and universities, p. 191–98. 11. Henry Suzzallo: The standards of professional life as applied to teaching, p. 199–203. 12. Our educational advance and improvement over the past—C. E. Chadsey: In the city, p. 203–209; C. P. Cary: In the state, p. 210–15; E. E. Brown: In the nation, p. 215–22. 13. Preliminary report of the Committee on economy of time in education, p. 222–26. 14. G. E. MacLean: An educational epoch in new America, p. 226–35. 15. The coming of the humane element in education—S. C. Kingsley: The open-air school, p. 236–42; L. P. Ayres: The training of the mentally and physically unfortunate, p. 242–47; Fannie F. Andrews: The peace movement and the public schools, p. 247–52; H. B. Peairs: Education of the American Indian, p. 252–55. 16. The progress and the true meaning of the practical in education—C. B. Gibson: In vocational training, p. 260–67; G. W. A. Luckey: In the balanced course of study and the all-year-round schools, p. 267–70. 17. Preliminary report of the Committee on uniform records and reports, p. 271–302. 18. Unity of ideals and purposes in teachers—A. C. Thompson: As gained from professional training, p. 309–11; E. C. Warriner: As gained from school supervision, p. 311–18; Mrs. S. E. Hyre: As gained from school administration, p. 319–22.

National council of education.

19. Tentative report of the Committee on a system of teaching morals in the public schools, p. 342–47. 20. M. G. Brumbaugh: Moral education: the problem stated, p. 347–50. 21. Moral education thru the agency of the public schools—J. W. Carr: Moral instruction in the public schools—a tentative course by grades, p. 351–66; Means of moral training afforded by the public schools, p. 367–77. 22. J. M. Greenwood: The home and school life, p. 377–97. 23. C. W. Barnes: Status of moral training in the public schools, p. 400–13; Discussion, p. 413–19. 24. G. A. Coe: Virtue and the virtues: a study of method in the teaching of morals, p. 419–25. 25. C. E. Rugh: Some instinctive roots upon which the teaching of morals in the public schools may be grafted, p. 426–33. 26. Harlan Updegraff: The improvement of teachers in service in city schools, p. 433–41; Discussion, p. 441–45. 27. David Felmley and J. R. Kirk: High-school preparation of candidates for normal-school training, p. 445–56; Discussion, p. 456–61. 28. R. J. Aley, G. W. A. Luckey, and O. W. Caldwell: Needed adjustment between secondary schools and colleges, p. 461–74; Discussion, p. 474–76.

Department of kindergarten education.

29. R. G. Boone: The kindergarten: its influences upon higher education, p. 490–97. 30. C. E. Rugh: Moral instruction of the child, p. 497–503. 31. Bertha M. McConkey: The kindergarten as a factor in education for efficiency, p. 507–11. 32. F. E. Parlin: The kindergarten of the future, p. 511–15.

Department of elementary education.

33. E. R. Snyder: The need of a new standard of measurement for the various subjects of the curriculum, p. 518–23. 34. H. B. Wilson: Report on the motivation of the children's work in the elementary schools, p. 528–44. 35. R. J. Aley: The health of school children, p. 544–49. 36. L. H. Weir: Playgrounds and health, p. 549–54.

Department of secondary education.

37. C. D. Kingsley: Report of the Committee of nine on the articulation of high school and college, p. 559–67. 38. H. N. Davis: The new Harvard plan for college admission, p. 567–71. 39. O. W. Caldwell: The new University of Chicago plan for college admission, p. 572–75. 40. H. M. Barrett: The high-school teacher himself, p. 576–81. 41. R. C. Bentley: Extra-classroom activities in high school: their place and their importance, p. 581–86. 42. Provisional report of the National committee of fifteen on geometry syllabus, p. 607–35.

50. National education association of the United States—Continued.

Department of higher education.

43. C. A. Duniway: The separation and development of the junior college as distinct from the university, p. 660–64. 44. T. F. Kane: The relation of the college of liberal arts to the professional and practical schools, p. 664–70. 45. D. S. Jordan: The building up of professional education on a collegiate foundation from the viewpoint of the professional schools, p. 670–72. 46. A. F. Lange: Some phases of university efficiency, p. 672–79; Discussion, p. 680–81. 47. C. N. Little: The supply of and demand for engineering graduates in the United States, p. 681–88.

Department of normal schools.

48. H. H. Seerley: The relation of academic and professional work in a normal school, p. 697–99. 49. David Felmley: The normal school and the training school, p. 700–704.

Department of manual training and art education.

50. C. B. Connelley: To what extent does manual training aid in adjustment to environment, p. 711–19. 51. G. W. Gerwig: The requisites of the efficient teacher in industrial schools, p. 722–28. 52. Report of the Committee on college-entrance requirements, p. 729–39. 53. Paul Kreuzpointner: The new standard of the present-day industrial education in Europe, p. 740–47. 54. Helen L. Johnson: The requisites for the effective teaching of the manual and household arts, p. 747–56. 55. Matie P. Clark: The public-school domestic-science department as an influence in the community for enforcing pure-food laws and civic cleanliness, p. 760–65. 56. A. B. Clark: Art education in public schools a necessity of civic perfection, p. 769–78.

Department of music education.

57. Elsie M. Shawe: Public-school music in relation to the music of the community, p. 790–94. 58. Julia E. Crane: Some mistakes of the music teacher which the viewpoint of the child would correct, p. 794–800; Discussion, p. 801–802. 59. Arthur Foote: Music in the college, p. 803–806; Discussion, p. 807–808. 60. Ida M. Fisher: The relation of music to school activities, p. 808–13. 61. Frances E. Clark: Public-school music and our national speech, p. 813–22. 62. C. A. Fullerton: The opportunity and the responsibility of normal schools in public-school music, p. 822–26.

Department of business education.

63. Sherwin Cody: Business English—what? why? how? p. 839–40; Discussion, p. 840–41. 64. G. A. Clark: Shorthand—its educational and practical value, p. 845–51. 65. C. H. Murphy: Curricula for high schools of commerce in the United States, p. 852–55; Discussion, p. 855–57. 66. T. L. Brecheen and C. A. Bernhard: To what extent are teachers responsible for failures of students in the classroom? p. 857–64. 67. P. M. Fisher: The essentials of the ideal commercial teacher, p. 865–68.

Department of child hygiene.

68. H. H. Goddard: Two thousand children tested by the Binet measuring scale for intelligence, p. 870–78. 69. P. E. Davidson: Results and impressions of a preliminary study of pedagogical retardation, p. 878–84. 70. L. P. Ayres: Health and ventilation, p. 885–90. 71. F. G. Bruner: The influence of open-air and low-temperature schoolrooms on the mental alertness and scholarship of pupils, p. 890–98. 72. L. P. Ayres: Open-air schools, p. 898–903.

Department of physical education.

73. W. A. Evans: The health of the child the joint concern of parent and teacher, p. 913–17. 74. Frances M. Greene: Sex hygiene, p. 917–23; Discussion, p. 923–25. 75. L. H. Weir: The playground movement in America, p. 925–33. 76. J. M. Tyler: Physical training for girls of high school age—the biological point of view, p. 933–38.

Department of science instruction.

77. L. B. Avery: General science in the high school, p. 944–48. 78. Frederic Burk: The teacher's part in conservation, p. 970–77. 79. C.-E. A. Winslow: Report of Committee on efficiency of janitor service, p. 977–85. 80. W. D. Frost: Our short course for janitors, p. 990–92.

Department of school administration.

81. L. N. Hines: The ideal school board from the superintendent's point of view, p. 994–1002. 82. Richard Welling: Pupil self-government as a training for citizenship, p. 1005–9. 83. N. S. Patton: Present-day tendencies of school architecture, p. 1009–14.

Library department.

84. Katherine D. Blake: The proper supervision of the reading of school children, p. 1016–17; Discussion, p. 1017–19. 85. Ethelwyn H. Fagge: High-school libraries, p. 1019–25; Discussion, p. 1025–26.

50. **National education association of the United States**—Continued.

Department of special education.

86. S. L. Heeter: Separate schools with separate courses of training for the separate needs of our children, p. 1034–38. 87. H. H. Goddard: Causes of backwardness and mental deficiency in children and how to prevent them, p. 1039–46. 88. G. W. A. Luckey: Can we eliminate the school laggard? p. 1046–51. 89. J. A. Shawan: School activities in relation to children's eyes, p. 1063–70. 90. M. P. E. Groszmann: Legal provisions for exceptional children, p. 1070–77. 91. Vinnie C. Hicks: What constitutes a subnormal child, and to what extent can he be trained? p. 1077–83.

Department of school patrons.

92. W. B. Owen: Co-operation between home and school, p. 1103–8; Discussion, p. 1108–9.

Department of rural and agricultural education.

93. C. F. Palmer: Agricultural nature-study, p. 1118–26. 94. Vaughan MacCaughey: School gardening in Hawaii as related to agricultural education, p. 1126–31. 95. C. A. Stebbins: Potentiality of the school garden, p. 1131–37. 96. E. C. Bishop: Report of Committee on courses of study in agriculture, p. 1138–52. 97. J. R. Kirk: Agriculture and domestic science in normal schools with special reference to preparing teachers for community work, p. 1152–55; Discussion, p. 1155–56. 98. L. R. Alderman: Physical education in elementary rural schools, p. 1156–61.

National German-American teachers' association. *See* 726.

National society for the promotion of industrial education. *See* 1439.

National society for the study of education. *See* 1440.

National society of college teachers of education. *See* 850.

New England association of chemistry teachers. *See* 784.

New England high school commercial teachers association. *See* 801.

Playground and recreation association of America. *See* 1137, 1138.

Religious education association. *See* 1310.

Society for the promotion of engineering education. *See* 1501.

Southern association of college women. *See* 1555, 1556.

51. **Southern commercial congress.** Proceedings, Third annual convention, Atlanta, Ga., March 1911, ed. by LeRoy Hodges. The South's physical recovery described in one hundred addresses by national leaders. (C. J. Owens, secretary, Southern building, Washington, D. C.) [Washington, D. C., 1911] 1064 p. 8°.

Part 5, Education: 1. E. E. Brown: National education, p. 351–54. 2. H. S. Hartzog: The South's educational obligation, p. 355–58. 3. S. C. Mitchell: Education for constructive leadership—state and national, p. 359–68. 4. C. B. Gibson: Technical education for the South, p. 369–83. 5. T. H. Harris: Taxation as related to schools, p. 384–95.

52. **Southern educational association.** Journal of proceedings and addresses of the twenty-second annual meeting, held at Houston, Texas, November 30, December 1, 2, 1911. [Chattanooga, Tenn.] The Association [1912] 722 p. 8°. (William F. Feagin, secretary, Montgomery, Ala.)

Contains: 1. J. W. Abercrombie: Southern education, p. 39–48. 2. H. L. Whitfield: The need of a new conception of a common school for the South, p. 49–63. 3. W. H. Elson: "Facts versus opinions in efficient school administration," p. 63–75. 4. M. A. Cassidy: Some demands of twentieth century upon education, p. 78–87. 5. D. B. Johnson: The education of the Southern girl, p. 88–97. 6. B. C. Hagerman: The education of the Southern girl, p. 97–105. 7. L. F. Snow: The ethical significance of the college, p. 106–17. 8. E. O. Lovett: The education of the Southern girl, p. 117–22. 9. E. S. Richardson: Training boys and girls for more efficient rural life in the South, p. 123–34. 10. M. L. Brittain: The education of the farmer's child, p. 134–43. 11. D. J. Crosby: Community building, p. 144–49. 12. C. N. Ousley: Education of the Southern negro, p. 151–56. 13. J. H. Dillard: Negro education in the South, p. 156–58. 14. J. H. Phillips: The education of the Southern negro, p. 159–69. 15. W. S. Sutton: The education of the Southern negro, p. 169–88. 16. E. N. Clopper: The education of factory children in the South, p. 189–97. 17. E. O. Holland: The education of the factory child, p. 198–205. 18. J. T. C. Noe: The education of the mountain child, p. 206–13. 19. G. A. Hubbell: Education within the mountain walls, p. 213–19. 20. Mrs. C. W. Stewart: The education of the mountain child, p. 220–39. 21. J. J. Doyne: The teacher as a factor in community life, p. 240–50. 22. C. W. Richards: Difficulties and needs of the Southern farmer's boy, p. 251–57. 23. J. W. Nicholson: "Putting on the trolley," p. 258–68. 24. L. R. Wilson: A constructive library platform for Southern schools, p. 272–84. 25. H. F. Cope: Education adequate to

52. **Southern educational association**—Continued.

the future of the South, p. 291–304. 26. J. W. Folk: Education in a republic, p. 304–18. 27. Reports of educational progress in the South, p. 320–52. 28. T. L. Toland: The proper basis for the promotion of teachers and increase of salary, p. 354–61. 29. J. P. Womack: The proper basis for the promotion of teachers and increase of salaries, p. 361–64. 30. W. F. Doughty: School administration problems in the South, p. 364–81. 31. Walker King: "The kind of supervision most needed for negro schools," p. 390–96. 32. W. L. Hughes: Efficient supervision, p. 398–404. 33. J. A. Brooks: Efficient city supervision, p. 404–10. 34. J. E. Walmsley: Wise, honest and just administration of college entrance requirements, p. 415–25. 35. Arthur Lefevre: The proper relation of the American high school to the American university, p. 425–36. 36. J. R. Rutland: The function of the high school, p. 437–50. 37. W. G. Smiley: The curriculum of secondary schools reorganized to include six years' high school work, p. 453–60. 38. L. M. Favrot: Why pupils withdraw from the high school, p. 462–67. 39. Tom Fletcher: The articulation of the high school with the elementary school and with the college, p. 467–78. 40. D. S. Hill: Retardation: its causes and remedies, p. 479–87. 41. H. F. Triplett: Retardation, p. 487–93. 42. E. R. Kone: Provisions in the various Southern states for teaching agriculture, p. 525–32. 43. H. L. Whitfield: Industrial education not a separate and distinct education, but a necessary element of education, p. 536–48. 44. Agnes H. Craig: Industrial education for women, p. 548–56. 45. J. E. Pearce: Southern normals and the Southern common school teacher, p. 559–70. 46. B. T. Baldwin: Practical functions of a school of education in state universities, p. 570–81. 47. W. A. Lewis: The preparation of the teachers of agriculture for the children of the public schools, p. 581–89. 48. C. W. Daugette: Teachers' institutes and summer schools, p. 594–98. 49. A. L. Manchester: [Music education] p. 620–26. 50. L. R. Wilson: Libraries for schools and rural communities, p. 669–71. 51. Maggie W. Barry: Training for motherhood, p. 672–78. 52. W. B. Bizzell: A sketch of the school improvement movement: what has been done in the South, p. 679–86. 53. L. L. Pugh: Model plans for rural schools, p. 687–94. 54. W. T. Pollard: Model plans for rural schools, p. 695–99.

Western drawing and manual training association. *See* 1428.

Women's educational and industrial union. *See* 1557.

ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—STATE AND LOCAL

53. **Alabama educational association.** Official proceedings of the thirty-first annual convention . . . held at Birmingham, April 4, 5 and 6, 1912. Birmingham, Dispatch printing co. [1912] 311 p. 8°. (W. C. Griggs, secretary, Birmingham, Ala.)

Contains: 1. D. R. Murphey: President's annual address, p. 32–40. 2. Emmet O'Neal: Some educational problems, p. 40–45. 3. C. B. Aycock: Universal education, its necessity and benefit, p. 45–48. 4. H. O. Murfee: The teacher and the State, p. 48–86. 5. F. B. Dresslar: The rural school house and its environment, p. 95–101. 6. H. J. Willingham: Local taxation and compulsory school attendance, p. 101–5. 7. J. H. Pennyman: Character building, a university function, p. 105–8. 8. W. F. Jones: Classification, gradation, promotion, record, p. 122–26. 9. L. B. Evans: Some problems of the near future, p. 126–30. 10. O. H. Benson: Education for rural life, p. 141–49. 11. C. W. Ashcraft: Our public schools as preparatory schools for practical life, p. 172–76. 12. Margaret L. Johnson: Motivation, p. 199–201. 13. Andrew Sledd: The relation of the college to the secondary schools, p. 211–15. 14. E. L. Colebeck: The present status of Greek and Latin in colleges and universities, p. 215–18. 15. H. H. Holmes: How to get the high school in touch with community life, p. 228–31. 16. H. B. Norton: The duties of the high school principal, p. 231–35.

54. **Arkansas state teachers' association.** Proceedings of the forty-fourth annual session, Little Rock, December 27, 28, and 29, 1911. Little Rock, H. G. Pugh printing company, 1912. 401 p. 8°. (J. L. Bond, secretary, Little Rock, Ark.)

Contains: 1. A. C. Millar: Education for individual and social efficiency, p. 47–51. 2. G. B. Cook: Democracy and education, p. 52–62. 3. G. H. Crowell: Relation of denomination schools to the state system, p. 71–81. 4. J. J. Doyne: Conservation of energy in school work, p. 82–87. 5. W. H. Wilson: Co-operation and consolidation in country life, p. 113–21. 6. F. H. Harrin: The possibilities of the normal training schools, p. 145–50. 7. S. R. Oglesby: The possibilities of the normal training departments, p. 151–54. 8. A. J. Meadors: English in the elementary and high schools, p. 210–16. 9. G. A. Simmons: Status of the classics in Arkansas, p. 217–26. 10. C. E. Womack: How I conduct an ungraded rural school, p. 229–34. 11. W. B. Clark: How can the teacher in the rural school apply the good things recommended? p. 251–57. 12. K. F. Mather: The time-place of physiography in the high school, p. 262–68. 13. C. McGannon: Some new ideas in high school mathematics teaching, p. 269–76. 14. E. A. Brennan: Some defects in teaching mathematics and suggestions for improvement, p. 277–83. 15. W. E. Clayton: Aims and methods of teaching German in secondary institutions, p. 290–304. 16. O. B. Clarendon: How does the study of foreign languages add to the mental efficiency of students? p. 312–18. 17. C. S. Barnett: The school garden, p. 343–48. 18. Mrs. F. F. Andrews: Education and international peace, p. 361–65.

55. **Associated academic principals and Council of elementary school principals and teachers.** Proceedings of the twenty-seventh annual meeting. . . . Syracuse, N. Y., December 28–30, 1911. 173 p. 8°.

Contains: 1. P. P. Claxton: Some factors in the pedagogy of the elementary and of the high school, p. 13–15. 2. A. S. Draper: Weaknesses in American universities, p. 16–33. 3. E. W. Smith: The importance of oral English in the schools, p. 33–41. 4. C. A. Richmond: Educationa lvalues, p. 41–46. 5. C. D. Kingsley: College entrance requirements, p. 46–52. 6. C. E. Rhodes: The real preparation for college in English, p. 53–54. 7. R. A. Pearson: Education in agriculture, p. 55–58. 8. G. F. Warren: Education in agriculture, p. 58–61. 9. Earl Barnes: [Abstract of address on] Impending changes in our educational ideas and ideals, p. 62–65. 10. L. F. Hodge: Academic subjects in the grammar grades, p. 65–71. 11. J. G. Riggs: Tenure of office, p. 71–77. 12. P. L. Wright: The teachers' retirement fund law, p. 77–83. 13. D. A. Preston: Conservation in mathematics, p. 120–28. 14. Hugo Newman: Up-to-date science in the grades, p. 128–36. 15. E. W. Lyttle: How may principals and supervisors be of most value to the grades? p. 136–43. 16. E. A. Knowles: How much agriculture can be taught in the seventh and eighth grades, p. 144–49. 17. C. A. Richmond: Conservation in education, p. 150–52. 18. E. May Schemerhorn: How to help children discover material for oral composition, p. 153–57. 19. A. D. Dean: Industrial education in the elementary school, p. 158–61. 20. F. A. Gallup: How to enrich the teacher's equipment, p. 161–66. 21. W. A. Torrance: Aids in geography and history, p. 166–69. 22. H. M. Pollock: The physical needs of the grammar school girl, p. 169–73.

56. **Brown university teachers' association.** Addresses at the meeting held March 1912, at Providence, R. I. Education, 32: 529–77, May 1912.

Contains: 1. A. E. Stearns: Moral standards in the schools, p. 529–38. 2. F. S. Luther: Moral standards in college, p. 539–45. 3. A. D. Call: The growth of our moral ideal, p. 546–59. 4. S. S. Colvin: Marks and the marking system as an incentive to study, p. 560–72. 5. J. B. Diman: The ideal as an incentive, p. 573–77.

57. **Chicago. University.** Report of the twenty-fourth Educational conference of the academies and high schools in relations with the University of Chicago [by] Nathaniel Butler and others. School review, 20: 383–400, June 1912.

Contains reports on botany and zoology, English, French, German, geology, history and civics, Latin, manual training, mathematics, physics and chemistry by the secretaries of the respective departments.

The report briefly outlines the plan of visitation inaugurated by the University of Chicago in the autumn of 1911, whereby invitations were extended to the instructors of the secondary schools in affiliation with the University to inspect the classrooms of the Junior college. The object of this arrangement was "to secure from teachers in the co-operating schools their opinions as to the degree in which the work as conducted in the Junior college classes is suitably related to the work offered in the classes preparing for college in the high schools."

Cincinnati kindergarten association. *See* 483.

58. **Conference for education in Texas.** Proceedings of the fifth general session . . . San Antonio, Texas, April 19 and 20, 1912. [Austin, Texas, A. C. Baldwin & sons, 1912] 138 p. 8°. (L. T. Cunningham, recording secretary, Anson, Texas)

Contains: 1. R. S. Hyer: Adequate and permanent financial support for the higher educational institutions of the state, p. 20–29; Discussion, p. 30–34. 2. F. M. Bralley: Organization for the enlargement by the state of Texas of its institutions of higher education, p. 35–46; Discussion, p. 46–49. 3. H. F. Estill: The necessity of removing by constitutional amendment the tax limitation in the support of public schools, p. 50–55; Discussion, p. 55–64. 4. Nat Benton: The extension of professional county supervision, p. 92–100; Discussion, p. 100–111. 5. J. F. Kimball: The extension of county supervision, p. 111–16.

59. **Co-operative education association of Virginia.** Annual report for the year ending November 20, 1911. [Richmond, Va., Clyde W. Saunders, 1912] 35 p. 8°.

Issued by the Department of public instruction and the Co-operative education association of Virginia.

Contains: 1. J. H. Binford: What constitutes a successful league? p. 28–30. 2. J. H. Dooley: Compulsory education, p. 31–33.

60. **Georgia educational association.** Proceedings and addresses of the forty-fifth annual meeting . . . Macon, Georgia, April 27–29, 1911. Atlanta, Ga., Bennett printing house [1911?] 106 p. 8°. (C. L. Smith, secretary, La Grange, Ga.)

Contains: 1. M. L. Brittain: Our educational needs, p. 57–64. 2. Medical inspection of school children, p. 65–73. 3. C. M. Snelling: Waste product of the college, p. 74–83. 4. Otis Ashmore: Waste in education, p. 84–89. 5. W. T. Dumas: The conservation of pedagogic energy, p. 90–94. 6. What should be done in teaching domestic science in the cities of Georgia, p. 95–102. 7. Chief obstacles to successful supervision, p. 103–6.

61. **Illinois state teachers' association and sections.** Journal of proceedings of the fifty-eighth annual meeting, held at Springfield, Illinois, December 27–29, 1911. Springfield, Ill., Illinois state journal co., state printers, 1912. 237 p. 8°. (Caroline Grote, secretary, Macomb, Ill.)

Contains: 1. H. B. Wilson: The meaning and significance of motivation in education, p. 94–100. 2. Mabel Carney: Country life and the country school, p. 103–9. 3. The ethical relations of the superintendent, or A code of ethics for superintendents, p. 116–20. 4. F. M. Leavitt: Vocational training: to what extent identical with education as a part of the child's life and a preparation for life, p. 120–24; Discussion, by G. P. Randle, p. 124–25. 5. C. A. Bennett: Vocational training—to what extent justifiable in public schools, p. 126–28. 6. W. H. Campbell: To what extent is vocational training possible and practical in the elementary schools? p. 128–32. 7. A. B. Wight: Elementary vocational training, p. 132–34. 8. H. A. Bone: Vocational training—how far justifiable in the public schools, p. 134–39. 9. H. A. Hollister: The correlation of high school and civic interests, p. 144–46. 10. Walter Libby: The socialization of the college, p. 147–53. 11. F. C. English: What shall be the standard for measuring college efficiency, or The efficient college and its place in our educational system? p. 156–61. 12. J. R. Bouton: Important principles of high school inspections in other state systems, p. 192–200. 13. S. D. Faris: Advantages of state inspection for the village high schools of Illinois, p. 201–3. 14. F. G. Blair: Advantages of state supervision from the state superintendent's point of view, p. 203–6. 15. W. B. Owen: Co-operation between home and school, p. 208–12. 16. David Felmley: How may a normal school faculty improve the quality of its teaching, p. 214–22.

62. **Indiana state teachers' association.** Proceedings and papers . . . December 27, 28, 29, 1911, Indianapolis. 142 p. 4°. (J. B. Pearcy, secretary-treasurer, Anderson, Ind.)

Contains: 1. R. J. Aley: Meaning and purpose of education, p. 15–17. 2. Woods Hutchinson: Fresh air in the school-room and elsewhere, p. 22–25. 3. E. B. Bryan: By-products of the school, p. 25–28. 4. Henry Suzzallo: Making teaching a profession, p. 29–32. 5. Orra Hopper: The farm, the center of school life, p. 44–46. 6. Emma Colbert: The application of Froebelian principles to teaching in the grades, p. 61–63. 7. J. L. Ketcham: What teachers can do to aid industrial education, p. 64–66. 8. F. M. Leavitt: The relation of the present movement for vocational education to the teaching of the mechanic arts, p. 66–68. 9. R. J. Aley: The high school course, p. 74–76. 10. W. A. Jessup: Some changing conceptions of childhood, p. 81–84. 11. T. T. Martin: To what extent may the work of the county institute be made concrete by the use of illustrative materials, p. 100–102.

63. **Iowa state teachers' association.** Proceedings of the fifty-seventh annual session, held at Des Moines, Iowa, November 9, 10, and 11, 1911. 224 p. 8°. (O. E. Smith, secretary, Indianola, Iowa)

Contains: 1. Factors in rural school improvement, p. 42–48. 2. A. M. Deyoe: The relation of our public school system to the problems of rural life, p. 48–56. 3. Is scholarship deteriorating in college? p. 59–67. 4. F. F. Almy: Student participation in colleg government, p. 67–72. 5. L. D. Weld: Concrete college ethics, p. 80–84. 6. Present problems in the high school course of study—[by] F. E. Palmer, p. 86–88; [by] A. W. Chamberlain, p. 89–93. 7. H. H. Seerley: The difficulties of the course of study for seventh and eighth grades and the remedies therefor, p. 93–96. 8. F. B. Griffith: Changes and contrasts in primary education, p. 97–103. 9. N. S. Knowles: The teacher's power for civic improvement, p. 114–16. 10. A. M. Heinz: Domestic science as a vocational training other than teaching, p. 116–18.

64. **Kansas state teachers' association.** Proceedings of the forty-ninth annual meeting, held at Topeka, Kans., November 9–10, 1911. Western school journal, 28: 6–30, 35–47, 60–66, December 1911, January, February 1912.

Contains: 1. W. H. Elson: Facts vs. opinion as a basis of administering school, p. 7. 2. Calvin Kendall: Some facts which determine school efficiency, p. 8–12. 3. S. E. Price: Credit for quality, p. 16–17. 4. W. N. Mason: The next step in education, p. 19–21. 5. Isabel E. Lord: The future household arts in the public schools, p. 62–65.

65. **Kentucky educational association.** Proceedings . . . fortieth annual session, Owensboro, Kentucky, June 27, 28, 29, 1911. Louisville, Standard printing co. [1912] 233 p. 8°. (T. W. Vinson, secretary, Frankfort, Ky.)

Contains: 1. Report of Committee on professional ethics, p. 18–22. 2. McHenry Rhoads: Secondary education in Kentucky, p. 53–57. 3. A. J. Kinnaman: The normal school in the educational economy of the state, p. 58–64. 4. H. S. Barker: The state university and its relation to the material development of the commonwealth, p. 65–81. 5. Ellsworth Regenstein: The relation of the rural school to the economic, social and spiritual welfare of the state, p. 97–101. 6. Cora W. Stewart: The one-room school, p. 101–5. 7. E. P. Kelly: Local taxation, p. 105–7. 8. Desha Breckinridge: Should Kentucky women have school suffrage, p. 116–21. 9. Julia A. Robinson: Library extension in Kentucky, p. 121–26. 10. J. U. Snyder: Motivating the course of study of secondary schools, p. 127–31. 11. Agnes Kelly: In what way can the high school best minister to the social life of the community, p. 131–34. 12. Lelia E. Patridge: Why child study has failed, p. 135–40. 13. W. J. Craig: The course of study in physics for the county high school, p. 162–65. 14. R. P. Green: Course of study in physiography for high schools and its rational treatment, p. 165–76. 15. E. F. Darnaby: The treatment of the essentials of high school mathematics, p. 176–87.

66. ——— Proceedings . . . forty-first annual session, Louisville, Kentucky, June 25, 26, 27, 1912. Frankfort, Ky., Roberts printing co. [1912] 267 p. 8°. (T. W. Vinson, secretary, Frankfort, Ky.)

Contains: 1. J. H. Risley: Report of the committee on extent of retardation in the schools of Kentucky, some causes and suggested remedies, p. 26–35. 2. M. A. Cassidy: Ethics of the profession, p. 36–42. 3. H. H. Cherry: The school as a civic, social and industrial center, p. 51–56. 4. McHenry Rhoads: High school efficiency, p. 56–59. 5. T. J. Coates: The county school superintendent, p. 59–66. 6. W. L. Jayne: Vocational education in the rural schools, p. 67–72. 7. M. A. Cassidy: The reorganization of urban education, p. 104–9. 8. Edith S. Davis: The relation of education to temperance, p. 120–25. 9. Edward Morris: Prevention of tuberculosis in the schoolroom, p. 126–28. 10. Elizabeth Campbell: The teaching of social ethics, p. 132–37. 11. Jay O'Daniel: Some practical ways to increase attendance in rural schools, p. 188–90. 12. W. J. Grinstead: The Latin in English, p. 193–204. 13. H. O. Sluss: A rational basis for promotion, p. 215–19. 14. C. G. Hammond: Uniform system of reports for city schools, pupils and teachers, p. 219–23. 15. W. H. Sugg: Ways and means of keeping boys in the high school, p. 224–29.

67. **Maine teachers' association.** Proceedings . . . tenth annual meeting, Augusta, October 25, 26, 27, 1911. Lewiston, Me., Journal printshop, 1912. 108 p. 8°. (Harold A. Allan, secretary, Augusta, Me.)

Contains: 1. P. P. Claxton: The public high school and its progress in America, p. 24. 2. R. J. Aley: Some problems in school supervision, p. 25–27. 3. Payson Smith: The public school in its relation to civic and social reform, p. 29–31. 4. R. J. Aley: Education and moral strength, p. 32–34. 5. P. P. Claxton: The nation's interest in education, p. 35–36. 6. Gustaf Larsson: Sloyd an important factor in the education of boys, p. 40–43. 7. R. J. Aley: Organizing methods, and results of the reading circle system, p. 53–55. 8. Payson Smith: The rural school and its library, p. 78.

68. **Maryland state teachers' association.** [Proceedings of the] forty-fourth annual meeting, Braddock Heights, Md., June 27–30, 1911. [n. p., 1911] 136 p. 8°. (H. W. Caldwell, secretary, Chesapeake City, Md.)

Contains: 1. O. R. Rice: Our public schools and their relation to social betterment, p. 27–35. 2. W. P. Burris: The basis of pedagogical peace, p. 40–49. 3. Mrs. B. W. Corkran, jr.: Compulsory education, p. 55–61. 4. W. M. Hayes: Education for country life, p. 79–83. 5. B. H. Crocheron: Six methods of improvement for rural schools, p. 83–87. 6. A. F. Smith: High school activities, p. 115–20.

69. **Massachusetts teachers' association.** [Report of the 1911 meeting] Journal of education, 74: 498–99, 607, December 7, 1911.

Contains: Report of the Committee on educational progress.

70. **Michigan schoolmasters' club.** Journal of the . . . forty-sixth meeting, held in Ann Arbor, March 29, 30, 31, April 1, 1911. Ann Arbor, Michigan, Published by the Club. 172 p. 8°. (L. P. Jocelyn, secretary-treasurer, Ann Arbor, Mich.)

Contains: 1. J. H. Ropes: The new Harvard entrance requirements, p. 2–12. 2. E. L. Miller: College entrance requirements from the viewpoint of the school, p. 13–22. 3. E. C. Warriner: University entrance requirements—from the viewpoint of the public, p. 23–33. 4. T. E. Rankin: The teacher of English composition, p. 39–44. 5. L. P. Jocelyn: Report of Committee on a uniform system of notation in mathematics and the sciences, p. 72–81. 6. E. C. Hartwell: The mission of the history teacher in furthering the peace movement, p. 82–86. 7. W. H. Hathaway: Industrial history in the high school, p. 87–90. 8. E. W. Yost: Agricultural courses in high school, p. 106–11. 9. Helen B. King: Status of biological teaching in our cities of 40,000 or more, p. 111–17. 10. J. B. Davis: Vocational guidance. A function of the public school and its application to the commercial department, p. 119–28. 11. J. W. Mitchell: Some essentials in the teaching of business law in high schools, p. 129–39.

71. **Michigan schoolmasters' club.** The languages in American education; from the Proceedings of the Michigan schoolmasters' club and Classical conference held at Ann Arbor, Michigan, March 30, 1911 . . . [Chicago? 1911?] 64 p. 8°. (University bulletin, new ser., vol. xiii, no. 5)

Humanistic papers, 2d ser., I.

"Reprint from School review, October, November, December 1911."

CONTENTS.—The place of modern languages in American education [by] E. C. Armstrong.—The aims of modern-language teaching in the secondary school [by] J. S. Nollen.—The needs of modern-language instruction [by] A. F. Kuersteiner.—The practical value of humanistic studies [by] W. G. Hale.—The place of Latin in secondary education [by] E. D. M. Gray.—The value of the ancient literatures in life [by] J. Bryce.

72. **Minnesota educational association.** Journal of proceedings and addresses of the forty-ninth annual convention . . . Minneapolis, Minnesota, October 26–28, 1911. Minneapolis, Minn., Syndicate printing co., 1912. 208 p. 8°. (J. M. Guise, secretary, St. Paul, Minn.)

Contains: 1. G. E. Vincent: The educational unity of the state, p. 18–19. 2. Woods Hutchinson: Heredity and civilization, p. 20–25. 3. E. Davenport: The vocation and the man, p. 26–35. 4. Shailer Mathews: The religious element in education, p. 36–43. 5. W. T. Williams: Evolution of education through environment, p. 46–50. 6. T. M. Balliet: Fads and frills in education, p. 51–56. 7. G. C. Torguson: The school, the teacher and the farmer, p. 62–65. 8. G. H. Reif: Practical expedients, p. 66–71. 9. J. L. Higgins: [School attendance] p. 74–78. 10. A. C. Tibbets: Social efficiency, p. 79–84. 11. D. J. Cowling: Education, the making of a man, p. 90–93. 12. H. C. Carlson: What more can the school do for the boy? p. 94–101. 13. T. P. Beyer: Athletics and scholarship, p. 108–12. 14. T. P. Giddings: The A, B, C method of teaching music, p. 117–24. 15. T. M. Balliet: Nature and function of play in education, p. 188–93. 16. Edith S. Davis: The health of our children, p. 194–99. 17. Nina C. Vandewalker: The kindergarten the basis for public education, p. 200–204.

73. **Mississippi teachers' association.** Proceedings of the twenty-seventh annual meeting . . . Gulfport, Miss., May 2, 3, and 4, 1912. Gulfport, Miss., Connell printing co. [1912] 105 p. 8°. (H. L. McCleskey, secretary, Hazlehurst, Miss.)

Contains: 1. D. C. Hull: President's address, p. 25–31. 2. Susie V. Powell: School improvement and industrial clubs, p. 45–48. 3. E. M. Alderman: Equipping and maintaining the agricultural department, p. 67–69. 4. Mabel Ward: Equipment for teaching home science, p. 69–75. 5. A. L. Bondurant: Latin in the high school, p. 81–89.

74. **Missouri state teachers' association.** Official proceedings and addresses of the fiftieth annual meeting, held at Hannibal, Mo., November 9, 10, 11, 1911. Cape Girardeau, Daily republican, printers, 1912. 229 p. 8°. (E. M. Carter, secretary, Cape Girardeau, Mo.)

Contains: 1. Earl Barnes: Impending changes in our educational ideals and practices, p. 25–27. 2. W. P. Evans: Suitability of text-books for rural schools, p. 33–38. 3. H. W. Foght: The rural life movement and the future of the rural school in Missouri, p. 38–45. 4. D. F. Housten: Some criticisms and shortcomings of our educational system, p. 54–63. 5. W. C. Bagley: The test of efficiency of teaching—abstract, p. 63–67. 6. Frank McMurry: Teaching children how to study, p. 67–71. 7. C. H. Judd: Theoretical and practical education, p. 72–77. 8. Frank McMurry: How the curriculum should be made, and the class room teacher's share in the task, p. 77–80. 9. Henry Suzzallo: Tradition and reform in public education, p. 87–91. 10. Henry Suzzallo: The school of tomorrow, p. 91–98. 11. W. C. Bagley: The philosophy of the right start, p. 98–102. 12. Carter Alexander: The statistical side of the city superintendent's report, p. 183–91. 13. J. W. Withers: President's address: Some pressing factors in the problem of American education, p. 210–19.

75. **New Hampshire state teachers' association.** Proceedings . . . fifty-eighth annual meeting, held in Concord, N. H., October 20 and 21, 1911. [Concord, N. H., I. C. Evans co., printers, 1912?] 70 p. 8°. (Elsie D. Fairbanks, secretary, Manchester, N. H.)

Contains: 1. A. E. Winship: Modern educational problems, p. 15–17. 2. C. H. Judd: The scientific study of education, p. 18–20. 3. C. H. Judd: Practical and theoretical education, p. 21–22. 4. B. T. Washington: Education and its influence in the solution of the race problem, p. 23–26. 5. H. W. Holmes: Proposals for connecting the kindergarten and the primary school, p. 31–34. 6. Richard Whoriskey: Enthusiasm in the teaching of modern languages, p. 45–52.

76. **New Jersey state teachers' association.** Annual report and proceedings of the 57th annual meeting . . . held in the Public high school, Atlantic City, N. J., December 27–29, 1911. 253 p. 8°. (C. B. Boyer, secretary, Atlantic City, N. J.)

Contains: 1. P. G. Fithian: [The salary question and retirement fund] p. 17–22. 2. P. P. Claxton: [Unsolved problems in education] p. 23–33. 3. C. N. Kendall: [Educational problems] p. 34–41. 4. F. A. McMurray: [The relationship between method of teaching and method of study] p. 86–95. 5. Margaret T. Maguire: A survey of fundamentals, p. 96–104. 6. F. A. Parsons: Practical art in education and industry, p. 105–15. 7. B. T. Washington: Education and its influence in the solution of the race problem, p. 116–24. 8. J. H. Van Sickle: Freedom and responsibility in school administration, p. 125–27. 9. F. A. McMurray: Judging the work of the teacher, p. 128–33. 10. Lydia K. Ennis: Report of committee on educational progress, p. 144–50.

77. **New Mexico educational association.** Proceedings of the meeting held November 15–19, 1911, Santa Fe, New Mexico. New Mexico journal of education, 8: 1–71, January 1912.

Contains: 1. J. S. Hofer: The child as the supreme study in education, p. 12–17. 2. W. T. Conway: The school and the community, p. 21–25. 3. M. H. Brasher: How to unify the courses of study of the city and town schools of New Mexico, p. 27–34. 4. J. V. Clark: Leaks in the school system, p. 35–39. 5. Frank Carroon: The teacher, p. 45–48. 6. Theresa B. White: Domestic science, p. 48–51. 7. Rufus Mead: Two essentials in teaching, p. 51–54. 8. Katherine A. Hicks: Home and school co-operation, p. 54–57. 9. D. M. Richards: Teaching of history in the common schools, p. 58–62. 10. V. L. Griffin: A defense of the classics, p. 62, 64, 66. 11. W. A. Poore: History in the common schools, p. 66, 68, 70–71.

78. **New York state teachers' association.** Proceedings of the . . . sixty-sixth annual meeting, at Albany, N. Y., November 27–29, 1911. Rochester, N. Y., A. G. Brooks, publisher. 272 p. 8°. (Richard A. Searing, secretary, North Tonawanda, N. Y.)

Contains: 1. J. I. Wyer: The New York state library and its relation to schools and teachers, p. 16–21. 2. A. S. Draper: The necessary basis of the teacher's tenure, p. 22–31. 3. Lyman Abbott: [What education should do for our children] p. 36–46. 4. F. D. Boynton: The practical work of teachers direct from training institutions, p. 59–62. 5. L. F. Hanmer: The wider use of the school plant, p. 68–73. 6. C. B. Ellis: Some points to be emphasized in teaching commercial subjects, p. 109–15. 7. A. D. Dean: Germany's interest in art and industrial education, p. 119–22. 8. A. W. Abrams: Schoolroom decoration, p. 122–26. 9. Julia E. Crane: Musical training for the grade teacher, p. 135–41. 10. A. S. Draper: No mummified history in New York schools, p. 148–54 11. Julius Sachs: The essentials in the preparation of a teacher of modern languages, p. 196–206. Discussion, p. 206–16. 12. Joseph Loew: Teaching English expression to children of foreign parents, p. 225–30. 13. F. T. Baker: Present discontents about high school English, p. 232–36. 14. T. C. Mitchill: What should be the part of the high school in forming the high school curriculum, p. 236–40.

79. **North Carolina teachers' assembly.** Proceedings and addresses of the twenty-eighth annual session . . . Raleigh, November 29–December 2, 1911. Raleigh, N. C., Edwards & Broughton printing co. [1912] 282 p. 8°. (R. D. W. Connor, secretary-treasurer, Raleigh, N. C.)

Contains: 1. J. H. Kirkland: The teacher and his work, p. 32–34. 2. C. L. Coon: The need of a constructive educational policy for North Carolina, p. 35–49. 3. Nan L. Mildren: The story: its place in education, p. 49–61. 4. Nan L. Mildren: Educational and professional qualifications for primary teachers, p. 62–73. 5. Etta Spier: Certification of primary teachers, p. 73–79. Discussion, by C. W. Wilson, p. 79–84. 6. Mary O. Graham: The outlook in this state for the primary teacher, p. 95–110. 7. R. A. Merritt: The grammar school course of study: its aims and content, p. 138–43. 8. C. H. Jenkins: Practical hygiene teaching and the study of the pupil's physical condition, p. 148–58. 9. E. E. Balcomb: Agriculture and school gardening, p. 158–73. 10. R. H Latham: Educational and professional qualifications of superintendents, p. 174–93. Discussion, by C. L. Coon, p. 194–95. 11. N. C. Newbold: The certification of superintendents, p. 195–203. 12. J. A. Matheson: A five-year course of study for superintendents and principals, p. 203–209. 13. J. L. Mann: Provisions for individual differences in the high school organization, p. 213–20. Discussion, by Frederick Archer, p. 220–24. 14. H. W. Chase: A constructive program for the training of principals and superintendents, p. 224–34. Discussion, by J. H. Highsmith, p. 234–37. 15. J. A. Bivins: Minimum high school library requirements, p. 239–51. Discussion, by J. P. Breedlove, p. 251–54. 16. R. H. Bachman: Minimum physical equipment for a three-teacher high school, offering a four-years' course, p. 254–62.

80. **North Dakota educational association.** Proceedings, twenty-fifth annual session . . . held at Fargo, November 1, 2 and 3, 1911. Fargo, N. D., Knight printing company, 1911. 372 p. 8°. (Clyde R. Travis, secretary, Mayville, N. D.)

Contains: 1. N. C. Macdonald: A square deal for the country boy, p. 65–78. 2. J. M. Stevens: The one room rural school, p. 85–89. 3. Jennie L. Hall: The high school a social unit, p. 90–95. 4. J. W. Riley: The rural school as a community center, p. 96–100. 5. J. H. Worst: Scientific management in North Dakota education, p. 116–21. 6. P. G. Knowlton: Class education vs. popular education, p. 122–30. 7. F. B. Taylor: The place of the small college in our educational system, p. 148–52. 8. F. L. Whitney: The high school a social unit, p. 162–70. 9. Peter Anderson: The care of the retarded and the precocious pupils, p. 177–82. 10. Minnie J. Nielson: The school as the social center, p. 207–14. 11. G. W. Randlett: The problem of the American rural school, p. 220–23. 12. W. W. Norton: Music in our colleges and universities, p. 307–11. 13. J. H. Worst: Weight that should be given elementary agriculture in the public schools, p. 363–69.

Ohio college association. *See* 859.

81. **Ohio school improvement federation.** Proceedings of the annual convention held in Columbus, December 27 and 28, 1911. Ohio teacher, 32: 290–317, February 1912.

Contains: 1. F. A. Derthick: Address, p. 290–92. 2. J. W. Zeller: The necessity of equality of education in a government by the people, p. 292–95. 3. A. Ellis: The articulation of the high school and the college, p. 295–300. 4. H. G. Williams: Equality of educational opportunity, p. 300–06. 5. F. A. Henry: Township taxation and school centralization, p. 306–08. 6. Mary E. Lee: The irregularities of high-school advantages, p. 308–10. 7. F. W. Miller: Rural school conditions in Ohio, p. 310–11. 8. J. Davison: Taxation for school purposes in Ohio, p. 312–13. 9. A. W. Beatty, State aid to weak districts, p. 313–15.

82. **Ohio state teachers' association.** Proceedings, June 25–27, 1912. Ohio educational monthly, 61: 294–388, July 1912. (W. E. Kershner, secretary, Columbus, Ohio.)

Contains: 1. E. D. Lyon: Secondary high school interests—inaugural address, p. 296–303. 2. D. C. Rybolt: Education for culture, p. 303–7. 3. Solomon Weimer: Education for a vocation, p. 307–14. 4. J. E. Cole: Social life of the high school, p. 314–16. 5. D. J. Boone: The articulation of the college and high school, p. 316–19. 6. Charles Otterman: Vocational guidance of youth, p. 319–26. 7. F. W. Miller: The conditions and needs of the rural schools, p. 326–33.

83. **Pennsylvania state educational association.** Proceedings of the meetings held in Philadelphia, December 26–29, 1911. Reprinted from the Pennsylvania school journal. 212 p. 8°. (J. P. McCaskey, secretary, Lancaster, Pa.)

General.

Contains: 1. F. W. Robbins: Shortening the course of study, p. 6–10. 2. C. A. Herrick: Report of educational council, p. 10–14. 3. R. B. Teitrick: A shorter elementary course of study, p. 14–16. 4. D. T. Snedden: Contemporary problems in education, p. 17–18. 5. P. P. Claxton: National Bureau of Education, p. 18–20. 6. W. G. Chambers: Co-operation in the training of the high school teacher, p. 20–25. 7. S. E. Weber: Proper relation between normal school and college, p. 27–30. 8. C. N. Kendall: Factors determining school efficiency, p. 34–36. 9. C. B. Connelly: What the public school will do for the vocational school in Pennsylvania, p. 36–41. 10. Irene E. McDermott: Laboratory methods as educational protoplasm, p. 42–46.

City and borough superintendents' department.

11. W. G. Cleaver: Normal instruction in cities, p. 61–65. 12. C. A. Shaver: The test of teaching, p. 65–69. 13. Henry Snyder: Attitude of superintendent to the teacher, p. 77–79.

Department of county superintendents.

14. Samuel Hamilton: New duties and opportunities of the county superintendency, p. 84–89. 15. W. S. Hertzog: The supervision of high schools, p. 89–90. 16. Caro Miller: School gardens, p. 98–101. 17. C. H. Wagner: Child study in the rural schools, p. 101–3. 18. Arthur Holmes: Classification of retarded children, p. 104–10.

Directors' department (Harrisburg meeting, February 1–2, 1912).

19. E. L. Keen: Medical inspection and precaution in the schools, p. 121–22. 20. The school code [by] D. F. Fortney, p. 123–26; [by] C. M. Magee, p. 131–33. 21. F. E. Downes: The code in its relation to training school teachers, p. 133–36.

83. **Pennsylvania state educational association**—Continued.

Ungraded school department.

22. Jane McCullough: Rural high schools, p. 147–50. 23. Emma Cloud: Hasty promotions, p. 150–54.

High school department.

24. E. B. Gule: Oral expression in the high school, p. 159–64. 25. C. D. Koch: What training should the high school teachers receive from college? p. 167–70. 26. What are the colleges doing for the training of high school teachers?—G. H. Hallett: University of Pennsylvania, p. 170–72; C. B. Robinson: University of Pittsburgh, p. 172–76; W. B. Owen: Lafayette college, p. 176–77; E. W. Runkle: Pennsylvania state college, p. 177–79. 27. Anne Jones: Domestic science in secondary schools, p. 180–84. 28. C. B. Pennypacker: Industrial cooperative education versus cooperative manual training in high school, p. 184–89. 29. A. M. Snyder: Delinquent children, with more emphasis on the remedy than on the cause, p. 189–94. 30. J. G. Becht: Bright pupils and dull pupils, p. 201–3.

84. **Pennsylvania state educational association. Directors' department.** Proceedings of the seventeenth annual session at Harrisburg, February 1 and 2, 1912. Pennsylvania school journal, 60: 397–425, March 1912.

Contains: 1. C. C. Green: Educational ideals. 2. N. C. Shaeffer: Address. 3. R. B. Teitrick: The director and advancement. 4. E. L. Keen: Medical inspection and precaution in the schools. 5. D. F. Fortney: The school code. 6. C. M. Magee: The school code. 7. F. E. Downes: The code in its relation to training school teachers.

Pittsburgh and Allegheny free kindergarten association. *See* 484.

85. **Public education association of Worcester, Massachusetts.** Seventh annual report, May 1912. 28 p. 8°. (Mrs. J. H. Robinson, secretary, Worcester, Mass.)

86. **Richmond education association.** Eleventh annual report . . . 1910–1911, Richmond, Va., Printed by Whittet & Shepperson. 46 p. 8°. (Albert H. Hill, secretary.)

87. **Texas state teachers' association.** Proceedings and addresses . . . thirty-third annual session, December 27, 28 and 29, 1911, Waco, Texas. Cleburne, Texas, Enterprise print [1912] 335 p. 8°. (T. D. Brooks, secretary, Hillsboro, Texas)

Contains: 1. Thomas Fletcher: The supply of teachers in Texas high schools, p. 3–9. 2. E. V. White: The supply and demand of rural teachers, p. 13–21. 3. W. A. Eddins: The demand and supply of rural teachers, p. 21–28. 4. F. E. Smith: The demand for and supply of teachers for the grades of our city schools, p. 28–35. 5. G. H. Carpenter: The demand for and supply of teachers for the grades of our city schools—discussion, p. 35–39. 6. W. B. Bizzell: Preparation of teachers for industrial positions, p. 59–66. 7. J. F. Kimball: The possibilities of the apprenticeship system of training teachers, p. 81–92. 8. W. M. W. Splawn: What is being done by private and denominational schools, p. 104–9. 9. Frederick Eby: What the University of Texas is doing for the training of teachers, p. 112–22; Discussion by A. J. Robinson, p. 122–25. 10. S. M. N. Marrs: The training of teachers through the medium of the secondary school, p. 127–33. 11. L. H. Hubbard: The summer normals, p. 145–49. 12. W. F. Doughty: The measurement of the teacher's efficiency, p. 179–84. 13. Domestic science and manual training. Their place and scope in the course of study of the rural high school and of the high schools of the smaller towns, p. 211–18. 14. Cora B. Weimar: Domestic science methods and courses of study in elementary and secondary schools, p. 295–305.

88. ——— Report of the Committee on educational progress within the state during the scholastic years from Sept. 1, 1909 to August 31; 1910. Cleburne, Texas, Enterprise print, 1911. 102 p. 8°.

89. **Utah educational association.** Proceedings of the convention held at Salt Lake City, Utah, November 27–29, 1911. Utah educational review, 5: 5–58, January 1912. (Miss Ivy Williams, secretary, Ogden, Utah)

Contains: 1. J. F. Merrill: President's address, p. 6–8. 2. A. E. Winship: Education for prosperity, p. 8–9. 3. J. P. Haney: Manual training in theory and practice, p. 9–13. 4. J. P. Haney: Manual arts in rural schools, p. 13–16. 4. J. P. Haney: Art and training of taste, p. 16–21. 5. J. R. Kirk: What it is to teach well, p. 21–24. 6. J. R. Kirk: The mental attitudes of pupils, p. 24–26. 7. J. R. Kirk: The best rural school building in America, p. 26–31. 8. Milton Bennion: Student government, p. 45–46. 9. R. L. McGhie: The problem of high school credits, p. 46–47.

90. **Vermont state teachers' association.** Report of the sixty-second annual convention, Montpelier, Vt., October 19, 20, and 21, 1911. St. Albans, Vt., St. Albans messenger co., 1912. 137 p. 12°. (Amy B. Drake, secretary, St. Johnsbury, Vt.)

Contains: 1. F. S. Luther: Are we wasting our time in school and in college? p. 30–34. 2. B. T. Washington: The negro and the application of education to life, p. 34–48. 3. Payson Smith: The characteristics of a good school, p. 48–51. 4. William McAndrew: Among ourselves, p. 51–64. 5. E. W. Peckham: What the classics offer the average high school pupil, p. 65–69. 6. W. A. Beebe: The classics vs. vocational training, p. 70–72. 7. A. E. Lambert: Vocational vs. classical training, p. 72–74. 8. W. P. Smith: Traveling libraries for rural schools, p. 101–4. 9. G. L. Green: Practical agriculture in rural schools, p. 104–9. 10. A. E. Winship: New arms in education, p. 110–11. 11. S. L. Arnold: Conditions of success in teaching, p. 111–16.

91. **Washington educational association.** Addresses and proceedings of the twenty-fifth annual session, North Yakima, Wash., December 27–29, 1911. Seattle, Washington, Northwest journal of education, publishers [1912] 138 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)

Contains: 1. C. G. Pearse: The school system as our instrumentality to meet the educational needs of the community, p. 31–35. 2. Our public schools—high schools—institutions of higher learning—their relationship [by] T. F. Kane, p. 40–47; [by] O. L. Waller, p. 48–51. 3. E. J. Klemme: Normal training in high school as carried on in the various states, p. 71–76. 4. George Craig: Code of ethics for the teaching profession, p. 76–77. 5. B. M. Watson: Report of the minimum amount of preparation required of teachers in various states, p. 77–80. 6. C. E. Rugh: High school efficiency, p. 85–90. 7. O. L. Luther: The recognition and control of student activities, p. 90–96. 8. C. F. Miller: Industrial ideals for high school work, p. 101–6. 9. S. J. Works: How to keep the boy in school, p. 107–10. 10. Ivanilla Caskin: Equipment [for teaching home economics], p. 112–14.

92. **West Virginia education association.** Proceedings of the forty-first annual session . . . held in Bluefield, W. Va., June 1911. Huntington, The Advertiser job print, 1912. 125 p. 8°. (C. R. Murray, secretary, Williamson, W. Va.)

Contains: 1. G. M. Evans: Duty of the city school with reference to industrial training, p. 30–35. 2. W. C. Morton: The duty of the small town with reference to industrial education, p. 35–38. 3. A. W. Nolan: The duty of the rural school with reference to industrial education, p. 39–42. 4. L. J. Hanifan: A rational course of study for the rural elementary schools, p. 54–58. 5. T. H. Winters: Industrial training in rural and elementary schools, p. 59–66. 6. H. L. White: Industrial training in rural and elementary schools, p. 66–70. 7. Rachel H. Colwell: The application of the household arts, p. 94–98. 8. J. H. Patterson: The place of the high school in the rural community, p. 113–15.

93. **West Virginia university. Educational conference.** Proceedings and papers of the ninth annual educational conference, held at West Virginia university, June 30 and July 1, 1911. Morgantown, The University, 1911. 56 p. 8°. (West Virginia. University. Bulletin, series 12, no. 6)

Topic: Teachers' institutes.

94. **Wisconsin teachers' association.** Proceedings of the fifty-eighth annual session . . . held at Milwaukee, November 3–5, 1910. Madison, Wis., Democrat printing company, state printer, 1911. 229 p. 8°. (Katherine R. Williams, secretary, Milwaukee, Wis.)

Contains: 1. G. W. Myers: The unification of mathematics in the high school, p. 29–33. 2. Georgia Alexander: The modern trend in the teaching of English, p. 47–55. 3. W. L. Pieplow: The modern function of school boards, p. 93–96. 4. Harrison Green: The trade school law of Wisconsin, p. 96–103. 5. [Report of Committee on course of study in manual training] p. 118–26. 6. M. G. Brumbaugh: The teacher in a republic, p. 156–59. 7. William Healy: The morally subnormal child, p. 159–65. 8. J. B. Borden: Teachers' pensions, p. 165–73. 9. C. G. Pearse: The high school fraternity—some of its causes, effects and remedies, p. 178–82. 10. Ida C. Bender: The teacher and the service, p. 182–85. 11. P. P. Claxton: Education and wealth, p. 185–88.

95. **Wisconsin teachers' association.** Proceedings of the fifty-ninth annual session . . . held at Milwaukee, November 9 to 11, 1911. Madison, Wis., Democrat printing company, state printer, 1912. 185 p. 8°. (Katherine R. Williams, secretary, Milwaukee, Wis.)

Contains: 1. H. W. Kircher: Accounting in public schools, p. 14-17. 2. W. L. Pieplow: [Broader use of public school buildings] p. 17-22. 3. L. H. Bailey: What the city high school can do for country life, p. 23-29. 4. A point of view on the country-life situation, p. 29-33. 5. H. G. Gale: Means of increasing efficiency of physics in high school, p. 34-45. 6. F. G. Blair: Waste in education, p. 105-7. 7. H. L. Russell: The development of agricultural teaching in Wisconsin schools, p. 107-9. 8. F. W. Johnson: Social organization of the high school, p. 124-28. 9. F. E. McGovern: Address of welcome, p. 129-34. 10. C. C. Parlin: Optimism, inspiration and constructive suggestion, p. 134-39. 11. W. G. Frost: Educational pioneering in the Southern mountains, p. 172-77.

ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—FOREIGN

(A list of British societies with officers and brief sketch of each may be found in the Schoolmaster's Yearbook for each year.)

Association of head mistresses. *See* 1554.

96. **British association for the advancement of science.** Section L.—Educational science. Transactions. *In its* Report of the eighty-first meeting, Portsmouth, 1911. London, J. Murray, 1912. p. 609-33.

Contains: 1. J. E. C. Welldon: An educational review, p. 609-22. 2. S. A. Burstall: The place of examinations in education, p. 623-24. 3. A. R. Abelson: Mental tests for 'backward' children, p. 626-27. 4. G. F. Daniell: School-books and eyesight, p. 633.

Irish technical instruction association. *See* 1468.

97. **London. County council. Education committee.** Conference of teachers, 1912. Report of proceedings. London, F. Tarrant and co., ltd. [1912] 67 p. f°.

Contains: 1. Miss E. E. Kyle: Specialisation in a secondary school, p. 1-4. 2. J. W. Samuel: Specialisation in a central school, p. 4-7. 3. Miss M. A. Martin: Specialisation in an elementary school, p. 7-9. 4. J. Joseph: Chalk-work, p. 12-15. 5. S. B. Stotter: Brush-work, p. 15-17. 6. G. H. Bedloe: Pencil-work, p. 17-19. 7. C. L. Burt: Experimental investigations of formal training, p. 24-27. 8. James Crichton-Browne: The treatment of backward children, p. 32-35. 9. J. L. Paton: The problem of the backward child, p. 35-37. 10. George Auden: The Mannheim method of treating backward children, p. 37-41. 11. Duncan Forbes: An experiment in the treatment of backward children, p. 41-45. 12. H. Court: The school magazine and its development, p. 52-54. 13. Mrs. G. E. Click: School gardens, p. 56-59. 14. L. W. Leeke: Survey work by school-boys, p. 59-61.

98. **Parents' national educational union.** Report of the fifteenth annual conference, held at Reading, England, July 10-13, 1911. Parents' review, 22: 721-94, 801-33, October, November 1911.

Contains: 1. W. M. Childs: The essentials of a university education, p. 725-27. 2. Mrs. Hickson: The value of mathematics in the formation of character and a few practical suggestions on mathematical teaching, p. 735-46. 3. Lucy Ashcroft: The study of elementary mathematics, p. 746-52. 4. Miss Cracknell: The advantages of teaching gardening to children, p. 781-90. 5. Miss Soulsby: Training for, and by, home life, p. 802-16. 6. Mrs. F. T. Swanwick: University life in its effect on character and thought, p. 817-19.

ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—INTERNATIONAL

International moral education congress. *See* 1283, 1284.

DOCUMENTS

99. **United States. Bureau of education.** List of publications of the Bureau of education available for free distribution, October, 1911. Washington, Government printing office, 1911. 47 p. 8°. (*Its* Bulletin, 1911, no. 17.)

100. ——— ——— List of publications of the United States Bureau of education available for free distribution, September, 1912. Washington, Government printing office, 1912. 37 p. 8°. (*Its* Bulletin, 1912, no. 25.)

101. **United States. Bureau of education.** Report of the Commissioner of education for the year ended June 30, 1911. v. 1-2. Washington, Government printing office, 1912. 8°.

CONTENTS: Commissioner's introduction, p. xi-xviii. Chapter 1, p. 1-35, A brief survey of educational progress during the decade 1900 to 1910, by F. B. Dresslar. Chapter 2, p. 37-65, Higher education in the United States, by K. C. Babcock. Chapter 3, p. 67-113, Educational legislation in 1911, by J. C. Boykin. Chapter 4, p. 115-59, Recent progress in city schools, by W. R. Hood. Chapter 5, p. 161-219, Library extension in the United States, by J. D. Wolcott. Chapter 6, p. 221-97, Current topics, by H. R. Evans. Chapter 7, p. 299-311, Progress in industrial education during the year 1910-11, by C. R. Richards. Chapter 8, p. 313-29, A school for home makers, by L. D. Harvey. Chapter 9, p. 331-70, Agricultural education, by A. C. Monahan. Chapter 10, p. 371-88, Rural uplift in foreign countries, by A. T. Smith. Chapter 11, p. 389-417, Training of vocational teachers in Germany, by E. G. Cooley. Chapter 12, p. 419-40, Education in Porto Rico, by E. G. Dexter. Chapter 13, p. 441-54, Education in the Philippine Islands, by F. R. White. Chapter 14, p. 455-81, Government and public instruction in Netherlands-India, by D. P. Barrows. Chapter 15, p. 483-91, Recent educational progress in Mexico, by L. S. Rowe. Chapter 16, p. 493-507, Education in Peru, by J. A. MacKnight. Chapter 17, p. 509-13, Education in the Argentine Republic. Chapter 18, p. 515-19, Education in Chile. Chapter 19, p. 521-76, Educational movements in Western Europe, by A. T. Smith. Chapter 20, p. 577-89, Recent movements in higher and secondary education in Germany, by Wilhelm Münch. Chapter 21, p. 591-608, Events of international interest. Chapter 22, p. 609-17, Report of the first Universal races congress, held at London July 26-29, 1911, by Felix Adler. Chapter 23, p. 619-66, Educational directory.

Volume 2 contains statistical matter.

102. ——— ——— Statement of the Commissioner of education to the Secretary of the interior for the fiscal year ended June 30, 1912. Washington, Government printing office, 1912. 18 p. 8°.

ENCYCLOPEDIAS.

103. **Buisson, Ferdinand Édouard,** *ed.* Nouveau dictionnaire de pédagogie et d'instruction primaire. Paris, Hachette et cie., 1911. 2087 p. 4°.

A new and considerably revised edition, forming a veritable cyclopedia of education for all countries, especially full in historical and biographical material.

104. A cyclopedia of education, ed. by Paul Monroe. Volume 2-3, Chu-Lib. New York, The Macmillan company, 1911-12. 2 v. illus. 4°.

105. **Laurie, Arthur Pillans.** The teacher's encyclopædia of the theory, method, practice, history and development of education at home and abroad. London, Caxton publishing company, ltd., 1911-12. 7 v. fronts., illus. 8°.

Contains bibliographies.

HISTORY AND DESCRIPTION

GENERAL

106. **Aspinwall, William B.** Outlines of the history of education. New York, The Macmillan company, 1912. xvi, 195 p. 12°.

107. **Barth, Paul.** Die geschichte der erziehung in soziologischer und geistesgeschichtlicher beleuchtung. Leipzig, O. R. Reisland, 1911. viii, 620 p. 8°.

108. **Escott, T. H. S.** The young idea 'twixt Square and Thwackum. Fortnightly review, n. s. 92: 675-89, October 1912.

A discussion of education in the 18th and 19th centuries through the medium of the novels of manners, such as the works of Fielding, Yonge, Maria Edgeworth, Jane Austin, etc.

109. **Monroe, Paul.** Syllabus of a course of study on the history and principles of education. New York, The Macmillan co., 1911. v, 87 p. 12°.

110. **Morgana, Adalberto.** Storia della pedagogia, con prefazione di Alberto Stratico. Milano, U. Hoepli, 1912. xix, 553 p. 12°.

111. **Ruiz Amado, Ramón.** Historia de la educación y la pedagogía. Barcelona, G. Gili, 1911. 426 p. 12°. (Estudios pedagógicos)

ANCIENT HISTORY

112. **Barbagallo, Corrado.** Lo stato e l'istruzione pubblica nell' Impero romano. Catania, F. Battiato, 1911. 430 p. 8°. (Biblioteca filologia classica, diretta da C. Pascal)

113. **Robinson, C.** Schoolmasters in ancient Greece. Contemporary review, 102: 257-60, August 1912.

Elementary education of the children of Ionian Greece, 300 B. C.

MEDIEVAL HISTORY

114. **Graves, Frank Pierrepont.** Peter Ramus and the educational reformation of the sixteenth century. New York, The Macmillan company, 1912. xi, 226 p. 12°.

115. **McCormick, Patrick Joseph.** Education of the laity in the early middle ages. Washington, D. C., 1912. 65, [1] p. 8°.

Thesis (Ph. D.)—Catholic university of America.

First printed in the Catholic educational review, 2: 805-15, 3: 13-21, 114-25, 385-94, 4: 3-12, November 1911, January, February, May, June, 1912.

A history of conditions from the fifth through the eleventh century.

MODERN HISTORY

116. **L'année pédagogique**, pub. par L. Cellérier et L. Dugas. Première année, 1911. Paris, F. Alcan, 1912. viii, 487 p. 8°.

CONTENTS.—1. E. Boutroux: L'école et la vie, p. 1-12. 2. L. Cellérier: Idéal et éducation, p. 13-26. 3. L. Dugas: La sympathie dans l'éducation, p. 27-58. 4. L. Cellérier: Étude psychologique des méthodes d'enseignement, p. 59-72. 5. L'enseignement primaire, p. 73-82. 6. Bibliographie pédagogique de l'année 1911, p. 85-480.

The bibliography forms a classified and annotated survey for 1911 of the educational literature of both America and Europe.

117. **Garber, John Palmer.** Current educational activities. A report upon education throughout the world. Being the 1911 volume of the "Annals of educational progress." Philadelphia and London, J. B. Lippincott company, 1912. 387 p. 12°. (Lippincott's educational series, ed. by M. G. Brumbaugh, vol. ix)

118. National systems of education. Nature, 88: 498-500, February 8, 1912.

119. **Walsh, James J.** Modern progress and history. Addresses on various academic occasions. New York, Fordham university press, 1912. 436 p. 8°.

"Practically all the addresses published in this volume are in contradiction with the very prevalent impression that what we are doing in this generation is new and that, to a great extent, the problems that we are engaged in solving never presented themselves in the same way to humanity before." Among the subjects treated are the following: Problems old and new in education, p. 3-42; The story of post-graduate work, p. 299-337; Facts and truths in education, p. 341-78.

UNITED STATES

GENERAL

120. **Abbott, Alden H.** New England town school. Education, 32: 153-61, November 1911.

Brief description of common school education in colonial times.

121. **Allen, William H.** Helping the public understand the public schools. Survey, 27: 1027-30, October 21, 1911.

122. **Ayres, Leonard Porter.** Seven great foundations. New York, 1911. 79 p. 8°.

A collection of articles which were printed in the Journal of education during the fall of 1910.

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123. **Ayres, May.** Educational exhibit of Greenwich, Conn. American city, 7: 102-106, August 1912.

124. ——— The rich town and the poor schools. Survey, 28: 603-609, August 3, 1912.

125. **Bobbitt, John F.** The elimination of waste in education. Elementary school teacher, 12: 259-71, February 1912.

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126. **Collins, John S.** The St. Louis public schools. American school board journal, 44: 15-17, February 1912. illus.

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127. **Cook, John Williston.** Educational history of Illinois. Growth and progress in educational affairs of the state from the earliest day to the present, with portraits and biographies. Chicago, Ill., The Henry O. Shepard company, 1912. 744 p. f°.

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129. **Dabney, Charles W.** The South renationalized by education. Journal of education, 75: 61-63, January 18, 1912.

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130. **Eliot, Charles William.** Contributions to the history of American teaching. Educational review, 42: 346-66, November 1911.

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131. **Fitzpatrick, Edward A.** The educational views and influence of DeWitt Clinton. New York city, Teachers college, Columbia university, 1911. 157 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 44)

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132. **Gillette, John Morris.** The educational situation in North Dakota in the light of present needs. Quarterly journal of the University of North Dakota, 2: 378-91, July 1912.

133. **Grant, Percy Stickney.** Puritan school: Roxbury Latin school. New England magazine, n. s., 45: 286-94, November 1911.

134. **Hamilton, O. B.** The first free school in Illinois. School news, 24: 505-11, July 1911. illus.

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137. **Maxwell, William H.** School achievements in New York. Educational review, 44: 275–309, October 1912.

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138. **Murray, John P.** New Jersey school conditions. Educational review, 44: 397–412, November 1912.

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139. **Nicholson, Kathleen.** The Michigan schools. Educational review, 44: 55–61, June 1912.

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140. **Pellegrino, Carmine.** La scuola negli Stati Uniti; note . . . Torino-Roma-Milano [etc.] G. B. Paravia & c. [1912] 199, [1] p. illus. 12°.

141. **Riordan, Raymond.** How a neighborhood built its own public school. Craftsman, 23: 69–74, October 1912.

142. **Roorbach, Eloise.** Practical school system of Los Angeles. Craftsman, 22: 640–49, September 1912.

143. **Schmeckebier, Laurence F.** The national parks from the scientific and educational side. [New York, 1912] 530–47 p. illus. 8°.

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144. **Strayer, George Drayton.** The Baltimore school situation. Educational review, 42: 325–45, November 1911.

145. **Thurston, Henry F.** New methods being tried at Gary, Ind., and many watching the results. Cook County school news, 8: 1–4, February 1912.

146. Uncommon people and the common schools. Outlook, 100: 856–58, April 20, 1912.

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148. **Weeks, Stephen Beauregard.** History of public school education in Arkansas. Washington, Government printing office, 1912. 131 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 27.)

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149. **Wilkerson, James W.** Cost of education in North Dakota. Quarterly journal of the University of North Dakota, 2: 361–77, July 1912.

150. **Wilson, R. H.** Progress of education in Oklahoma since 1889. Oklahoma school herald, 20: 11–13, 19–21, May, June 1912.

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153. **Denny, George H.** Some criticisms of popular education. Educational exchange, 27: 9–12, November 1912.

"Address delivered before the Department of town and city superintendents, Birmingham, Ala., October 11, 1912."

A cursory review of some of the facts connected with the criticisms of our public schools that are most generally current.

154. Denying the failure of the public schools. Literary digest, 45: 1013–14, November 30, 1912.

155. **Doerner, Celia.** "Is the public school a failure?" Journal of education, 76: 343–44, October 3, 1912.

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156. **Hall, Edith Rockwell.** Should we have pay public schools in America? Journal of education, 76: 313–14, September 26, 1912.

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157. **Hartwell, E. C.** Muckraking the public school. American school board journal, 45: 9–10, 52–53, December 1912.

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158. Is the public school a failure? It is; the most momentous failure in our American life today. A series of articles in the Ladies' home journal. By Ella Frances Lynch, 29: 4–5, August 1912. By Frederic Burk and William McAndrew, on high school education, 29: 5–7, 66, September 1912. By William Hawley Smith and Ella Frances Lynch, on examinations and marking, 29: 7–8, October 1912. Final article, containing terse judgments of a number of educators, 29: 9, November 1912.

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"A destructive rather than a constructive study of our public school system."—N. Y. Times, 16: 403, June 25, 1911.

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160. Teacher's sweeping arraignment of our public schools. Current literature, 53: 313–14, September 1912.

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161. **Winship, Albert Edward.** "Is the public school a failure?" Journal of education, 76: 341–43, October 3, 1912.

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162. **Womack, J. P.** Is the public school a failure? A review. Journal of education, 76: 426–28, October 24, 1912.

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164. **Bailey, Henry Turner.** A notable high school. School arts book, 11: 810–16, April 1912.

A short sketch of the high school building and equipment in Richmond, Indiana.

165. **Inglis, Alexander James.** The rise of the high school in Massachusetts. New York city, Teachers college, Columbia university, 1911. 166 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 45)

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166. **Mowry, William Augustus.** Old New England academies. Education, 32: 105-10, October 1911.

167. **Stoddard, Francis Hovey.** College preparatory school: which shall the boy choose? Literary digest, 45: 155, July 27, 1912.

168. **Sachs, Julius.** The American secondary school and some of its problems. New York, The Macmillan company, 1912. xviii, 295 p. 12°. (Teachers' professional library, ed. by N. M. Butler)

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Observations of Prof. Gilbert Murray in the London Morning post.

170. **Babcock, Kendric C.** Classification of colleges. Reprinted from Proceedings of Southern association of college women, April 1912. 14 p. 8°.

171. **Carpenter, William H.** The Association of American universities. Columbia university quarterly, 14: 168-75, March 1912.

172. **Draper, Andrew S.** Weaknesses of universities. Syracuse, N. Y., C. W. Bardeen, 1912. 55 p. 12°.

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174. Income of American colleges of university rank. Nature, 90: 61-62, September 12, 1912.

175. **James, Edmund Janes.** Establishment of a national university. Science, n. s., 36: 202-10, August 16, 1912.

176. ——— A national university. American educational review, 33: 651-53, September 1912.

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178. Number of students to a teacher in state colleges and universities. Science, n. s., 34: 801-3, December 8, 1911.

179. Overequipped universities. Craftsman, 21: 694-96, March 1912.

180. **Peterson, Joseph.** Number of students per teacher. Science, n. s., 35: 452, March 22, 1912.

181. **Pritchett, Henry S.** Education and the nation. Atlantic monthly, 109: 543-53, April 1912.

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182. **Ross, Edward Alsworth.** The Middle West, being studies of its people in comparison with those of the East. Third paper: State universities and their influence. Century magazine, 83: 874–80, April 1912.

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183. **Tombo, Rudolf,** *jr.* Geographical distribution of the student body at a number of universities and colleges, 1910–1911. Science, n. s., 36: 543–50, October 25, 1912.

184. ——— University registration statistics. Science, n. s., 35: 21–22, January 5, 1912.

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185. ——— University registration. Science, n. s., 35: 496–97, March 29, 1912.

186. **Van Hise, Charles R.** A national university, a national asset; an instrumentality for advanced research. Science, n. s., 36: 193–201, August 16, 1912.

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188. **Wood, Arthur J.** Trend in college and university method and thought. Chautauquan, 67: 235–40, August 1912.

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190. **Judd, Charles Hubbard.** Control of the National education association. Elementary school teacher, 12: 494–96, June 1912.

191. **Kirk, John R.** National education association at Chicago. Educational review, 44: 310–14, October 1912.

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199. ——— Education in Costa Rica. Bulletin of the Pan American union, 35: 45–54, July 1912.

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204. **Cannon, Addie.** On Mexican schools. Utah educational review, 5: 12–14, September 1911.

205. **Currier, Charles Warren.** Higher education in South America. Catholic educational review, 3: 193–205, March 1912.

206. Empire without a university: Brazil. American review of reviews, 46: 100–1, July 1912.

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208. **Lindsay, Forbes.** What have we done in Porto Rico? American review of reviews, 45: 571–76, May 1912.

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210. **Gibson, William John.** Education in Scotland; a sketch of the past and the present. London, New York [etc.] Longmans, Green, and co., 1912. xi, 151 p. 12°.

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211. **Knox, Eva.** The circulating schools in Wales in the eighteenth century. Journal of education (London) 44: 780–82, November 1912.

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221. **Smith, Frederick Edwin.** Recent developments of education policy. Fortnightly review, 97: 400–13, March 1912.

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223. **Burtsall, Sara A.** The story of the Manchester high school for girls, 1871–1911. Manchester, University press, 1911. 214 p. illus. 8°. (University of Manchester publications, no. 63. Educational series, no. 6)

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226. **Owen, E. C. Everard.** Literary element in modern-side education in English public schools. Contemporary review, 102: 560–66, October 1912.

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228. Congress of the universities of the empire. Nature, 89: 385–86, 477–79, June 13, July 11, 1912.

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232. **Amieux, A.** L'enseignement des leçons de choses dans les classes primaires des lycées de filles et dans les écoles primaires de filles. Paris, Imprimerie Nationale, 1911. 71 p. 8°.

233. **Ball, Allan.** Democracy and the rescue of French culture. North American review, 196: 231-44, August 1912.

234. **Botsford, Rosamund.** Two years in a French lycée. Harper's bazar, 46: 232, May 1912.

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236. **Great Britain. Board of education.** Secondary and university education in France. London, His Majesty's stationery office, 1911. xi, 554 p. 8°. (Special reports on educational subjects, vol. 24)

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238. **Pécoul, Georges.** La R. P. scolaire. Paris, P. Lethielleux [1911] 26 p. 12°.

239. **Peter, Joseph.** L'enseignement secondaire dans le départment du Nord pendant la révolution 1789-1802. Lille, Giard, 1912. 192 p. 8°.

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242. What scientific education has done for France. Literary digest, 45: 156, July 27, 1912.

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247. **Gradenwitz, Alfred.** A school for colonial science. Scientific American supplement, 73: 232-33, April 13, 1912.

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248. **Horn, Ewald.** Führer durch das höhere unterrichtswesen in Deutschland, mit besonderer berücksichtigung der alumnate. Berlin und München, R. Oldenbourg, 1911. ix, 186 p. 8°.

249. **Kerschensteiner, Georg.** Begriff der arbeitsschule. Leipzig und Berlin, B. G. Teubner, 1912. vii, 95 p. 12°.

250. —— Der begriff der staatsbürgerlichen erziehung. 2. aufl. Leipzig und Berlin, B. G. Teubner, 1912. vii, 62 p. 12°.

251. **Klatt, Willibald.** Changes and innovations in the German school system in the last decade. School review, 19: 523–33, October 1911.

252. **Klemm, Louis Richard.** Public education in Germany and in the United States. Boston, Richard G. Badger, 1911. 350 p. illus. 12°.

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254. **Mühlhoff, Kathe.** The *schullehrerin* in Prussia. Educational review, 44: 234–39, October 1912.

255. **Münsterberg, Hugo.** The Germans at school. Popular science monthly, 79: 602–14, December 1911.

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260. **Scherer, Heinrich.** . . . Arbeitsschule und werkunterricht; beitrag zur ausgestaltung der volksschule als erziehungs- und bildungschule. Leipzig, O. Nemnich, 1912–13. 2v. illus. 8°. (Die pädagogik der gegenwart. IV. bd., 1.–2. t.)

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263. **Münch, Wilhelm.** University education in Germany. Nature, 89: 518-20, July 18, 1912.

264. **Tombo, Rudolf,** *jr.* Attendance at German universities. Science, n. s., 35: 648-49, April 26, 1912.

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265. **Torchia, Francesco.** Pensieri e proposte sulla scuola media. Milano-Roma-Napoli, Società editrice Dante Alighieri di Albrighi, Segati e c., 1911. 155 p. 8°.

BELGIUM

266. **Grafton, F. W.** Belgian Catholics and their schools. Catholic world, 94: 224-33, November 1911.

DENMARK

267. **Austin, Gertrude.** Danish schools for adults. Southern workman, 40: 624-35, November 1911. illus.

268. **Haggard, Henry Rider.** Rural Denmark and its lessons. London, New York [etc.] Longmans, Green and co., 1911. 335 p. front., plates. 8°.

"Makes inquiry into all forms of agricultural enterprises with a view to discovering the conditions and prospects of the small holder and the part played in his work by co-operation and specialized education." Book review digest, v. 7, no. 12, p. 201.

269. **Washington, Booker T.** How Denmark has taught itself prosperity and happiness. World's work, 22: 14486-94, June 1911.

SWEDEN

270. **Thornton, J. S.** Private initiative in Swedish schools. Educational foundations, 23: 415-18, March 1912.

What has been accomplished in private secondary schools: new forms of organization, introduction of practical subjects, and new methods.

ICELAND

271. **Hollander, Lee M.** Revival of learning in Iceland. Dial, 51: 246-47, October 1, 1911.

SWITZERLAND

272. **Nabel, Eugene.** The schools of Switzerland. Educational foundations, 23: 95-101, 180-84, 297-300, October, November 1911, January 1912.

An account of the school system of Switzerland, giving the school statistics, expenditures, etc., and also a brief account of the Swiss societies for promoting commercial education.

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273. **Reinsch, Paul S.** Intellectual and political currents in the Far East. Boston and New York, Houghton Mifflin company, 1911. 396 p. 8°.

Among the chapter headings are Intellectual leadership in contemporary India, The new education in China, Intellectual life in Japan.

CHINA

274. **Eliot, Charles W.** The Harvard medical school of China. Harvard graduates' magazine, 19: 630-35, June 1911.

History of its conception and foundation.

275. **King, Harry Edwin.** The educational system of China as recently reconstructed. Washington, Government printing office, 1911. 105 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 15)

Bibliography: p. 104-105.

276. **Monroe, Harriet.** Training of Chinese children. Century magazine, 83: 643–52, March 1912.

Describes child life in China; education of boys and girls, etc.

277. **Pott, Francis Lister Hawks.** China's method of revising her educational system. Annals of the American academy of political and social science, 39: 83–96, January 1912.

278. Professorships in China. Science, n. s., 35: 328–29, March 1, 1912.

279. **Read, Thomas T.** University education in China. Popular science monthly, 80: 441–48, May 1912.

Writer declares that "university work, in the ordinary sense of the word, is not yet being done, the demand for vocationally trained men being greatest." Traces the history of higher education in China; and gives the plan of organization for the Imperial University at Peking.

280. **Smith, Thomas.** United universities scheme for China. Missionary review, 34: 673–76, September 1911.

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281. Britain's disappointing record in educating India. Literary digest, 45: 327–28, August 31, 1912.

282. **Fraser, *Sir* Andrew Henderson Leith.** European education in India. Contemporary review, 100: 493–500, October 1911.

283. ——— Sectarian universities in India. Nineteenth century, 71: 719–29, April 1912.

284. **India. Department of education.** Educational buildings in India. Calcutta, Superintendent government printing, 1911. 171 p. plates, plans. 4°. (*Its* Occasional reports, no. 6)

CONTENTS: Colleges and university buildings. Schools for boys. Schools for girls. Schools for Europeans. Training colleges and schools. Technical institutions.

285. **James, H. R.** Education and statesmanship in India, 1797 to 1910. New York, Longmans, Green & co., 1911. 143 p. 8°.

A collection of papers on education in India reprinted from the Calcutta Statesman. The author is principal of Presidency college, Calcutta.

286. **Singh, Saint Nihal.** Revival of Vedic education in India. Nation, 95: 76–77, July 25, 1912.

287. ——— Three new universities for India. Nation, 95: 504–505, November 28, 1912.

JAPAN

288. **Hart, Albert Bushnell.** Japanese education. *In his* Obvious Orient. New York, D. Appleton & co., 1911. p. 120–30.

289. **Smith, P. A.** Sex education in Japan. Journal of educational psychology, 3: 257–63, May 1912.

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290. University reform in New Zealand. Nature, 89: 95–97, March 28, 1912.

PHILIPPINE ISLANDS

291. **Arnold, Julian K.** Education in the Philippine Islands. University of California chronicle, 14: 278–95, July 1912.

"Paper read before the Society for the study of education in the Orient, at Amoy, China, January 19, 1912."

292. **Flury, Henry.** Some aspects of Philippine education. Southern workman, 41: 155–61, March 1912.

293. **Gilbert, Newton W.** Education in the Philippines. Sierra educational news, 7: 17–22, November 1911.

Written by the Secretary of public instruction of the Philippine commission.

294. Industrial education in the Philippines. Science, n. s., 36: 396–97, September 27, 1912.

295. **Marquardt, W. W.** Philippine school of arts and trades. Vocational education, 1: 263–72, March 1912.

296. **Shepardson, Francis Wayland.** Philippine education. University of Chicago magazine, 4: 19–23, November 1911.

297. **White, Frank R.** Industrial education in the Philippines. School progress, 2: 516–23, October 1911.

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298. **Bloch, Maurice.** Trois éducateurs alsaciens. Paris, Hachette et cie., 1911. 240 p. 12°.

Contents.—Joseph Wilm et l'éducation du peuple.—Jean Macé et l'éducation des filles.—Auguste Nefftzer, fondateur du Temps, et l'éducation par la presse.

299. **Graves, Frank Pierrepont.** Great educators of three centuries; their work and their influence on modern education. New York, The Macmillan co., 1912. 289 p. 12°.

Contains chapters on the following educators and their work: John Milton, Francis Bacon, Ratich, Comenius, John Locke, Francke, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Lancaster and Bell, Horace Mann, and Herbert Spencer.

300. **Leguay, Pierre.** Universitaires d'aujourd'hui. 2. ed. Paris, B. Grasset, 1912. 337 p. 12°.

Contains biographical sketches of Ernest Lavisse, Gustave Lanson, Charles Seignobos, Henri Lichtenberger, Charles-Victor Langlois, and Émile Durkheim.

301. *Angell, James Burrill.* **Angell, James Burrill.** The reminiscences of James Burrill Angell. New York, London [etc.] Longmans, Green and co., 1912. 258 p. illus. 12°.

In addition to accounts of Dr. Angell's early life and public career, this book contains chapters on his professorship in Brown university, presidency of the University of Vermont, and presidency of the University of Michigan.

302. *Clark, Henry James.* **Tuckerman, Frederick.** Henry James Clark—teacher and investigator. Science, 35: 725–30, May 10, 1912.

303. *Curry, J. L. M.* **Alderman, Edwin Anderson** *and* **Gordon, Armistead Churchill.** J. L. M. Curry; a biography. New York, London, The Macmillan company, 1911. xx, 468 p. front (port.) 8°.

Bibliography: p. 453–54.

304. *Froebel, F. W. A.* **Compayré, Gabriel.** Froebel. Éducateur moderne, 6: 337–48, 385–91, 7: 1–4, 97–105, October, November 1911, January, March 1912.

A series of four articles giving a sketch of the life of Froebel with a brief discussion of his principal teachings.

305. *James, William.* **Boutroux, Emile.** William James. Tr. from the 2d ed. by Archibald and Barbara Henderson. New York, London [etc.] Longmans, Green, and co., 1912. vii, 126 p. 12°.

Chapter V, Pedagogy, p. 94–113.

306. *Johnston, Adelia A. Field.* **Keeler, Harriet Louise.** The life of Adelia A. Field Johnston who served Oberlin college for thirty-seven years. [Cleveland, Ohio, The Britton printing co., 1912] 254 p. illus. 8°.

307. *Jordan, David Starr.* **James, George W.** David Starr Jordan. National magazine, 36: 189–203, May 1912.

A sympathetic review of the career of Dr. Jordan and his campaign of education against the evils of war.

308. *Parker, Francis W.* **Cooke, Flora J.** Colonel Francis W. Parker, as interpreted through the work of the Francis W. Parker school. Elementary school teacher, 12: 397–420, May 1912.

The Francis W. Parker school is attempting "the difficult task of training human beings into freedom coupled with responsibility."

309. *Pearsons, D. K.* **Williams, Edward F.** The life of Dr. D. K. Pearsons, friend of the small college and of missions. New York, Boston [etc.] The Pilgrim press [1911] 308 p. illus. 8°.

A sketch of the life of Dr. Pearsons, with the main emphasis upon the twenty-one years devoted to philanthropy, during which he has evolved a plan for endowing colleges and missions without pauperizing them.

310. *Pestalozzi, Johann Heinrich.* **Krumbholz, P.** Karl Friedrich Horns reise zu Pestalozzi im jahre 1819. Zeitschrift für geschichte der erziehung und des unterrichts, 2: 25–47, erstes heft, 1912.

Contains interesting material on Pestalozzi.

311. ——— **Natorp, Paul.** Pestalozzi; sein leben und seine ideen. 2. aufl. Leipzig, B. G. Teubner, 1912. 140 p. 12°.

312. *Poincaré, Henri.* **Miller, G. A.** M. Henri Poincaré. Science, n. s., 36: 425–29, October 4, 1912.

An appreciation of the career of the famous mathematician of France.

313. *Richards, Mrs. Ellen H.* **Hunt, Caroline L.** The life of Ellen H. Richards. Boston, Whitcomb & Barrows, 1912. xiv, 329 p. illus. 8°.

314. *Rousseau, Jean Jacques.* **Arnold, Frank R.** Bicentenary viewpoints of Rousseau. Education, 33: 135–37, November 1912.

315. *Sheldon, Edward Austin.* **Sheldon, Edward Austin.** Autobiography, ed. by Mary Sheldon Barnes; with an introduction by Andrew Sloan Draper. New York, The Ives-Butler company [1911] xii, 252 p. illus. 12°.

316. *Sherman, William T.* **Fleming, Walter L.,** *ed.* General W. T. Sherman as college president. A collection of letters, documents, and other material, chiefly from private sources, relating to the life and activities of General Wm. Tecumseh Sherman, to the early years of Louisiana state university, and to the stirring conditions existing in the South on the eve of the Civil war: 1859–1861. Cleveland, Ohio, The A. H. Clark company, 1912. 399 p. illus. 8°.

THEORY OF EDUCATION

317. **Adams, John.** The evolution of educational theory. London, Macmillan and co., 1912. 410 p. 8°.

"Altogether, we must say of this book that it mainly reflects the bewildered suspense of most intelligent persons at present regarding the ends and aims of education."—Nation, September 12, 1912, p. 232.

318. ——— Objective standard in education. Nature, 90: 202–207, October 17, 1912.

Also in School world, 14:367–71, October 1912.

"Presidential address before the section on education in the British association for the advancement of science. Gives illustrations of the application of the scientific method to education."—School review, December 1912, p. 705.

319. **Allison, Samuel B.** Education and the real. Educational foundations, 24: 141–53, November 1912.

"Emphasizes the intimate relation between philosophical conception and educational practice."

320. **Angell, James Burrill.** Selected addresses. New York, London [etc.] Longmans, Green, and co., 1912. 285 p. 8°.

Contains: 1. Inaugural address, 1871. 2. The higher education. A plea for making it accessible to all. 3. Commemorative oration, 1887. 4. State universities. 5. The old college and the new university. 6. A memorial discourse: Henry Simmons Frieze.

321. **Arnold, Matthew.** Thoughts on education, chosen from the writings of Matthew Arnold, ed. by Leonard Huxley. New York, The Macmillan company, 1912. 292 p. 12°.

322. **Baldwin, Bird T.** William James' contributions to education. Journal of educational psychology, 2: 369–82, September 1911.

Aims to show that Professor James' writings "are in a large measure responsible for the present-day predominating empirical and experimental approach" to education.

323. **Barnes, Earl.** The feminizing of culture. Atlantic monthly, 109: 770–76, June 1912.

The writer treats the subject from various standpoints—the school, the college, civic, industrial, and literary life. He thinks that our elementary schools are being feminized in the direction of literature. The secondary schools show a decrease of students engaged in scientific studies.

324. **Blackshear, Edward Levoisier.** The education of childhood. New York, Everywhere publishing co. [1911] 62 p. 12°.

A discussion of the education of children between the ages of 5 or 6 and 13 or 14, by the principal of the Prairie View (Tex.) State normal and industrial college.

325. **Blanco y Sanchez, Rufino.** Pedagogia. I. Teoria de la educacion. II. Teoria de la enseñanza—El niño y sus educadores. Madrid, Imp. de la Revista de archivos, 1912. 2 v. 12°.

326. **Boyd, William.** The educational theory of Jean Jacques Rousseau. New York, Longmans, Green & co., 1911. 368 p. 8°.

"Though the argument is somewhat too long and repetitions are not infrequent, the work is one of the best expositions in English of Rousseau's theory."—Richard Smith: A. L. A. Booklist, 8: 389, June 1912.

327. A boy's school in Utopia. By a Utopian. Atlantic monthly, 109: 404–11, March 1912.

A plea for a community school. Imagines a school planned as a community "in which much or all of the necessary work of maintaining life is shared or accomplished by the scholars."

328. **Calò, Giovanni.** Fatti e problemi del mondo educativo. Saggi. Pavia, M. Speroni e c., 1911. 269 p. 8°. (Biblioteca di filosofia e pedagogia)

329. **Curami, G. B.** Per la scuola e nella scuola; le "Noterelle in margine" de' i Diritti della scuola, scelte e riordinate. Torino-Roma [etc.] G. B. Paravia e comp. [1912] 404 p. 12°. (Biblioteca di filosofia e pedagogia. 119)

330. Diffusion of education and knowledge. Nature, 90: 321–23, November 14, 1912.

331. **Findlay, J. J.** The school; an introduction to the study of education. London, Williams and Norgate; New York, H. Holt and company [1912]. 256 p. 12°. (Home university library of modern knowledge)

CONTENTS.—1. Origins. 2. The young of man. 3. The rise of educational institutions. 4. The function of the school. 5. Stages of growth (or development). 6. The organization of education. 7. Types of school, with some reference to universities. 8. The teacher. 9. The pursuits of school. 10. The corporate life of school. 11. Bibliography.

332. **Gregory, Benjamin C.** Better schools, ed. by J. L. Hughes. New York, The Macmillan company, 1912. 283 p. 12°.

A series of educational articles originally published in a local paper in Chelsea, Mass., and in educational magazines. An introductory letter by P. P. Claxton is prefixed to the volume.

333. **Hart, Joseph K.** The failure of the country school in the modern city. American journal of sociology, 18: 92–114, July 1912.

"The failure of the schools comes from their holding to this older intellectualistic conception of education, and their refusal to take up the work of offering a completer world to the growing children."

334. **Herrick, Cheesman A.** Reclaiming a commonwealth, and other essays. Philadelphia, J. J. McVey [1911] vii, 201 p. 12°.

CONTENTS.—Reclaiming a commonwealth.—Education the keystone of power.—Old and new education.—Samuel Miller's retrospect.—Unconscious education.—The Nestor of American schoolmasters.—Professional ethics.—A new commercialism.—Supervision of high schools.—Old age pensions.—Retirement funds for teachers.

335. **Hibben, John Grier.** The philosophy of education. North American review, 195: 847–57, June 1912.

Inaugural address delivered at Princeton university, May 11, 1912.

336. **Jesinghaus, Carl.** Wilhelm Wundts pädagogische und schulpolitische anschauungen. Zeitschrift für pädagogische psychologie, 13: 449–56, September 1912.

Interesting for its attitude toward higher education. Discusses: The ultimate aim of education—human and national culture; natural science, civics and history, the three pillars of national education; unity of the school, involving higher institutions built upon public schools.

337. **Kendall, Calvin N.** Efficiency in schools. Journal of education, 76: 229–32, 243, September 5, 1912.

"Address before the American institute of instruction, North Conway."

Discussed from two points of view, i. e. "First—In what way or ways immediately available and possible and practicable may increased efficiency be had, and without cost? Second—In what way or ways may it be secured by means possible everywhere, and already realized in many places, but at some increased cost?"

338. **Kerschensteiner, Georg.** The school of the future a school of manual work. Tr. by T. F. Horsfall. School and home education, 31: 278–86, March 1912.

"Address given to Swiss teachers at Zurich . . . Dr. Kerschensteiner believes that character can not be developed by teaching in words alone, but that training in the actual doing of things must accompany knowledge getting."

339. **Krus, Franz.** Pädagogische grundfragen. Innsbruck, F. Rauch (L. Pustet) 1911. 450 p. 8°.

340. **Lehmann, Rudolf.** Erziehung und unterricht; grundzüge einer praktischen pädagogik. 2. neu bearb. und erweiterte aufl. von "Erziehung und erzieher." Berlin, Weidmann, 1912. 454 p. 8°.

341. **Leland, Abby Porter.** The educational theory and practice of T. H. Green New York city, Teachers college, Columbia university, 1911. 62 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 46)

342. **McVannel, John Angus.** Outline of a course in the philosophy of education . . . New York, The Macmillan company, 1912. 207 p. 12°.

The revision and extension of a syllabus for some time in use in a class in Teachers college, Columbia university. It is an attempt to indicate some of the important lines along which educational reconstruction of the present time seems to be converging, and to suggest a method for the organization of educational ideas.

343. **Mills, John.** Old lamps for new. Popular science monthly, 81: 238–45, September 1912.

The writer says: "In the main the solution of the present educational problem may be said to demand more liberal arts in technical schools, and equally, more practical science in colleges."

344. **Moore, Charles L.** Do we know what we want in education? Dial, 52: 343–44, May 1912.

Deplores the lack of idealism in education. "We are," says the writer, "trying to place financiers, business men, and scientists on the thrones of the world."

345. **Moore, Thomas V.** The empirical movement in education. Catholic educational review, 3: 223–35, March 1912.

A survey of the progress of the movement, indicating its principal features, and showing the tendencies in America, France, and Germany.

346. **Munroe, James Phinney.** New demands in education. Garden City, N. Y., Doubleday, Page & company, 1912. 312 p. 12°.

The author bases his arguments upon the following new demands in education: 1. Small classes. 2. Care of children's health. 3. Interesting and stimulating work for pupils. 4. Harmonious training of mind, eye, ear, and hand. 5. Character-formation. 6. Training for community life. 7. Vocational guidance. 8. Vocational opportunity.

347. **Nearing, Scott.** Uniformity in public education. *In his* Social adjustment. New York, The Macmillan company, 1911. p. 48–69.

348. **Parisot, Edmond** *and* **Martin, E.** Les postulats de la pédagogie . . . Préface de M. G. Compayré. Paris, F. Alcan, 1911. 188 p. 12°.

More theoretical than practical; a summarization of the opinions of others rather than a formulation of original views.

349. **Partridge, G. E.** Genetic philosophy of education. An epitome of the published educational writings of President G. Stanley Hall of Clark university. With an introductory note by President Hall. New York, Sturgis & Walton company, 1912. xv, 401 p. 12°.

Bibliography of President Hall's writings: p. 383-401.

350. **Paulsen, Friedrich.** Gesammelte pädagogische abhandlungen, hrsg. und eingeleitet von E. Spranger. Stuttgart und Berlin, J. G. Cotta'sche buchhandlung nachfolger, 1912. xxv, 711 p. 8°.

351. ——— Pädagogik. Stuttgart und Berlin, J. G. Cotta'sche buchhandlung nachfolger, 1911. viii, 430 p. 8°.

"The discussion is divided into two parts, viz., 'Die bildung des willens' and 'Die unterrichtslehre.' It is preeminently a work for earnest students."—Nation, August 24, p. 171.

352. **Pillsbury, W. B.** Rousseau's contribution to psychology, philosophy, and education. Popular science monthly, 81: 331-35, October 1912.

The author says it is to Rousseau that we owe our vocational units, the doctrine of interest, etc.

353. **Porzio, Giuseppe.** Temi di pedagogia. Napoli, A. Chiurazzi, 1911. 230 p. 12°.

354. **Rabenort, William Louis.** Spinoza as educator. New York city, Teachers college, Columbia university, 1911. vi, [2], 87 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 38)

Bibliography, p. 86-87.

"An essay, primarily a contribution to the theory of education, that discusses the aim of education from the standpoint of Spinoza's philosophy."—Book review digest, v. 7, no. 12, p. 388.

355. **Robbins, Jane E.** New school-boy. Outlook, 101: 880-83, August 17, 1912.

356. **Rodríguez García, Gerardo.** Compendio elemental de pedagogía. Madrid, F. Fé, 1911. viii, 368 p. 12°.

357. **Roosevelt, Theodore.** Productive scholarship. Outlook, 100: 71-74, January 13, 1912.

A review of two recently published books, The mediaeval mind, by H. O. Taylor; and The life and times of Cavour, by W. R. Thayer. Mr. Roosevelt's theme is that "scholarship that consists of mere learning, but finds no expression in production," possesses but little value.

358. **Salviris, Jacob.** The intellectual death. University magazine (Montreal, Canada) 11: 350-76, October 1912.

Cramming pupils with promiscuous masses of information results in their losing the sense of what they really like.

359. **Schinz, Albert.** Rousseau devant l'erudition moderne. Modern philology, 10: 265-88, October 1912.

360. **Seyfert, Richard.** Gesammelte aufsätze. Leipzig, E. Wunderlich, 1912. 502 p. 8°.

361. **Shorey, Paul.** American scholarship. Nation, 92: 466-69, May 11, 1911.

Also in Educational review, 42: 234-44, October 1911.

362. **Smith, William Hawley.** All the children of all the people; a study of the attempt to educate everybody. New York, The Macmillan company, 1912. 346 p. 12°.

The author's thesis is that "In considering the practicability of the attempt to educate all the children of all the people, the whole issue turns on the natures of the children themselves, their inherent powers and capabilities, individually and *de novo*."

363. **Soldan, Frank Louis.** The century and the school, and other educational essays. New York, The Macmillan company, 1912. 206 p. 12°.

CONTENTS.—The century and the school. Morality and education. What is a fad? Teachers' duties. Educational ideas in Dickens' novels. A visit to German schools. Reading in the higher grades. Folklore and fairy tales.

364. **Stearns, Alfred E.** Moral standards in the schools. Education, 32: 529–36, May 1912.

Argues that material standards must not be permitted to dominate the work of our schools.

365. **Strong, Herbert A.** Quintilian; a study in ancient and modern methods of education, ethical and intellectual. Hibbert journal, 11: 117–36, October 1912.

366. **Sutton, W. S.** On some current educational criticism. Educational review, 43: 325–35, April 1912.

Intimates what should be the attitude of the scientific man to educational problems.

367. **Taylor, Albert R.** Among ourselves; a schoolmaster with his friends at the round table. Chicago, O. P. Barnes [1912] 171 p. illus. 12°.

Short talks on various pedagogical topics by the president of James Millikin university.

368. **Thorndike, Edward L.** Education. A first book. New York, The Macmillan company, 1912. ix, 292 p. illus. 12°.

A "brief, simple, untechnical account of the aims, means, methods and results of education, of the conditions set by the laws of human nature, and of the part that school education plays in American life."

369. **Tonini, Quintilio.** L'educazione dell' uomo secondo la psicologia e la sociologia. Milano-Roma-Napoli, Società editrice Dante Alighieri di Albrighi, Segati e c., 1911. 440 p. 12°. (Biblioteca pedagogica antica e moderna italiana e straniera. Volume XIX)

370. **Van Ornum, John Lane.** The elements of effective education. American educational review, 33: 131–38, December 1911.

Gives the principles by which educational methods may be vitalized and education may be made more effective.

371. **Van Wagnen, Oliver.** Pedagogy of Jesus. Education, 32: 169–76, November 1911.

372. **Villey, Pierre.** L'influence de Montaigne sur les idées pédagogiques de Locke et de Rousseau. Paris, Hachette et cie, 1911. xii, 270 p. 12°.

373. **Weyer, Edward M.** What the schools do not teach. Forum, 48: 309–20, September 1912.

"The vast majority of our people regard education as a process of receiving knowledge; a few hope that some day it may be made a process of acquiring ability."

374. **Whittemore, William L.** The new method of education: with illustrative examples, extracts from school documents, and a Catalogue of the Normal high school. [Medford, Mass.] Tufts college press, 1911. xxii, 100 p. 8°.

An account of Mr. Whittemore's work as a teacher in Milford, N. H., and elsewhere.

375. **Young, Ella Flagg.** The purpose of education not to ornament but to teach the child how to work. Mother's magazine, 7: 9, 40, September 1912.

The writer says: "Ornamental education is doing more harm to the child of this country than almost anything else that I might mention."

PRINCIPLES AND PRACTICE OF TEACHING

GENERAL

376. **Alan, John S.** Saving time in school. Ohio educational monthly, 61: 557–62, November 1912.

"To sum up, we may say that teachers may save time if they are prepared, systematic, constant in efforts to form right habits, definite in statements, do not talk too much or about irrelevant things, teach slow pupils after school, emphasize only important subjects, and cultivate habits of promptness in themselves and their pupils."

377. **Bryan, Elmer Burritt.** Fundamental facts for the teacher. Boston, New York [etc.] Silver, Burdett and company [1912] 137 p. 8°.

378. **Charters, Werrett W.** Methods of teaching. Their basis and statement developed from a functional standpoint. Revised and enlarged. Chicago, Row, Peterson & company [1912] 444 p. 12°.

379. **Constantius,** *Brother*. The recitation: its nature, scope, and principles. Catholic educational review, 4: 336–52, October 1912.

"Read before the Catholic educational association, Pittsburg, 1912."

380. **Green, John Alfred** *and* **Birchenough, C.** A primer of teaching practice. London, New York [etc.] Longmans, Green and co., 1911. viii, 262 p. illus. 12°.

381. **Guillet, Cephas.** An educational experiment. Child-welfare magazine, 6: 222–25, March 1912. illus.

Tells of a day school in Canada founded and conducted for five years by the author which devoted one-half the day to the usual school régime and reserved the afternoons for the study of environment, both natural and cultural.

382. **Judd, Charles Hubbard.** Studies of educational principles. Elementary school teacher, 12: 34–39, 82–90, 176–85, 206–14, 278–86; 13: 146–53, September, October, December 1911, January, February, November 1912.

Title of some of the articles: Studies in the principles of education.

CONTENTS.—I. Types of correlation.—II. The concrete in education.—III. Application.—IV. Education according to nature.—V. Self-activity.—VI. Initiative or the discovery of problems.

383. **Klapper, Paul.** Principles of educational practice. New York, D. Appleton and company, 1912. 485 p. 8°.

384. **Larkin, Michael J.** Pedagogy: true and false. Catholic educational review, 4: 136–51, September 1912.

"Read at the meeting of the Catholic educational association, Pittsburgh, July, 1912." Deals principally with the pedagogy that does not include religious training.

385. **Lay, W. August.** Experimentelle pädagogik, mit besonderer rücksicht auf die erziehung durch die tat. 2., verb. und verm. aufl. Leipzig, B. G. Teubner, 1912. vii, 137 p. illus. 12°. (Aus natur und geisteswelt. 224. bdchen.)

386. **Maass, J.** Humor und schule. Allgemeine deutsche lehrerzeitung, 64: 73–77, February 16, 1912.

387. **Moncreiff, W. F.** A rational pedagogy in action; or, The "Oakgrove garden school." Progressive teacher, 18: 41–44, April 1912.

"The pedagogical idea and practice in this school is unique in Tennessee. It is the only school, as far as the author knows, in the state that attempts to put into practice, in a rational way, the idea that the school should educate the whole people—those who go and those who stay at home."

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423. ——— Reply to Professor Shorey. School review, 20: 487–89, September 1912.

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515. **Suzzallo, Henry.** The teaching of primary arithmetic. A critical study of recent tendencies in method. With an introduction by David Eugene Smith. Boston, New York [etc.] Houghton Mifflin company [1912] xi, 124 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

516. **Vandewalker, Nina C.** New fields for the kindergarten—the West. Kindergarten review, 22: 77-85, October 1911.

"Paper read at International kindergarten union convention, Cincinnati, April 28, 1911." Status of kindergarten education in fifteen far-western states.

517. ——— Report of Committee of investigation of the International kindergarten union. Kindergarten review, 23: 10-15, September 1912.

Results obtained from questionnaires sent out to determine the status of the kindergarten in the United States.

Also in Kindergarten-primary magazine, 25: 11-14, September 1912.

MONTESSORI METHOD

518. **Anderson, *Mrs.* J. Scott.** The Montessori method of teaching hearing children. Volta review, 14: 154-68, June 1912.

Discussion of the Montessori system, copiously illustrated. In the same number (p. 146-47) is an article by Mrs. A. R. Margulies on the "Montessori method applicable to the deaf."

519. **Barrère, Jeanne.** L'œuvre d'éducation et la méthode de Mlle. Montessori en Italie. Revue pédagogique, 60: 250-65, March 15, 1912.

520. **Bullock, *Mrs.* H. Hammond.** The Montessori method—self education. Primary plans, 10: 9-10, 39-40, November 1912.

"Mrs. Bullock has lately returned from Italy, and is opening a Montessori school in Worcester, Mass., and will give lectures in Worcester, Boston, and elsewhere during the winter."

521. **Burrows, Herbert.** Spontaneous education: the Montessori method. Contemporary review, 102: 328-37, September 1912.

A thoughtful and appreciative article on the Montessori system.

522. **Elsson, Jay P.** What really is the Montessori method? Ladies' home journal, 29: 30, November 1912.

Author says that kindergartens will have much to unlearn before undertaking the Montessori method, because "they must avoid stimulating the child's imagination and let it wake of its own motion."

523. Experiments in education. Nation, 94: 407-408, April 25, 1912.

An editorial criticism of the Montessori and Ferrer methods in education.

524. **George, Anne E.** Dr. Maria Montessori; the achievement and personality. Good housekeeping magazine, 55: 24-29, July 1912.

525. ——— First Montessori school in America. McClure's magazine, 39: 177-87, June 1912.

Miss George was Dr. Montessori's first American pupil, and the first teacher to apply the Montessori method in the United States. The experiment was made at Tarrytown, N. Y.

526. ——— A transplanted Montessori school. World's work (London), 20: 284-94, August 1912.

Describes work in the United States.

527. **Gruenberg, Sidonie Matzner.** What is the Montessori method? Scientific American, 106: 564-65, June 22, 1912.

528. **Hailmann, W. N.** The Montessori method and the kindergarten. Kindergarten-primary magazine, 25: 6-7, September 1912.

529. **Holmes, W. H.** The Montessori methods. Education, 33: 1-10, September 1912.

The writer claims that "Montessori, with her communizing ideas, is sowing the seeds of a dangerous doctrine." He is speaking of the Houses of childhood, where the motherly care of little children is communized. He says: "So far as I can see this spiritual mother element is lacking to a large degree in the Montessori school."

530. **McMunigle, Mary G.** Why Columbia university rejects the Montessori method. Pittsburgh school bulletin, 6: 1437-40, 1461-65, October, November 1912.

531. **Margulies, *Mrs.* A. Reno.** The Montessori method and the deaf child. Volta review, 14: 74-85, May 1912.

532. **Montessori, Maria.** Antropologia pedagogica. Milano, F. Vallardi [etc., 1911] x, 438 p. illus. tables. 8°.

533. ——— Disciplining children. McClure's magazine, 39: 95-102, May 1912.

An expression of the principles that govern the Montessori system of teaching children.

534. ——— The Montessori method. Scientific pedagogy as applied to child education in "the children's houses," with additions and revisions by the author. Tr. from the Italian by Anne E. George, with an introduction by Prof. W. H. Holmes, of Harvard university. With 32 illustrations from photographs. New York, F. A. Stokes company, 1912. xlii, 377 p. 8°.

535. Movement to revolutionize education. Current literature, 52: 311-14, March 1912.

536. **O'Shea, Michael V.** The Montessori method of teaching. Dial, 52: 392-94, May 16, 1912.

"The whole Montessori method is about where the American system was twenty-five years ago. It is great improvement upon general Italian practice in Rome, but it does not give the American teacher a new point of view which will be of service to him in solving his present problems."

537. **Palmer, Luella A.** Montessori and Froebelian materials and methods. Elementary school teacher, 13: 66-79, October 1912.

Discusses the possible combination of Montessori and Froebelian materials and methods as suggested by Dr. Holmes in his introduction to Dr. Montessori's book.

538. **Reeder, Rudolph Rex.** Montessori method of educating children. Survey, 27: 1595-97, January 20, 1912.

539. **Smith, Anna Tolman.** The Montessori system of education. An examination of characteristic features set forth in Il metodo della pedagogia scientifica. Washington, Government printing office, 1912. 30 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 17)

Bibliography: p. 29-30.

540. **Smith, Theodate Louise.** Dr. Maria Montessori and her houses of childhood. Pedagogical seminary, 18: 533-42, December 1911.

An exposition of Dr. Montessori's method of educating children.

541. ——— The Montessori system in theory and practice: an introduction to the pedagogic methods of Dr. Maria Montessori, . . . with some reports of American experience; illustrated from photographs taken for this book. New York and London, Harper & brothers, 1912. viii, 78 p. illus. 12°.

542. **Stevens, Ellen Yale.** Montessori and Froebel—a comparison. Elementary school teacher, 12: 253-58, February 1912.

Declares that the material invented by Madame Montessori is "more practical than that of Froebel, is a means to an end, is exact and accurate, and is scientific because true to psychological and biological laws."

543. ——— The Montessori method and primary education. Primary education, 20: 313-16, June 1912.

544. ——— The Montessori method and the American kindergarten. McClure's magazine, 40: 77-82, November 1912.

Discusses the relative merits of the two systems. Declares that Dr. Montessori has gone deeper than Froebel.

545. **Tozier, Josephine.** An educational wonder-worker; methods of Maria Montessori. McClure's magazine, 37: 3-19, May 1911.

Also in Fortnightly review, 96: 309-27, August 1911.

546. ——— The Montessori apparatus. A description of the material and apparatus used in teaching by the Montessori method. McClure's magazine, 38: 289-302, January 1912. (illus.)

547. ——— Montessori schools in Rome. McClure's magazine, 38: 122-37, December 1911.

548. **Tozier, Josephine.** The Montessori schools in Rome. World's work (London) 19: 250–65, February 1912.

549. **Warren, Howard C.** The "house of childhood": a new primary system. Journal of educational psychology, 3: 121–32, March 1912.

Maria Montessori and her methods.

550. **Wild, Laura H.** The Montessori system and our American schools for the deaf. Journal of education, 76: 176, August 22, 1912.

Claims that in the oral schools for the deaf in this country we have had something similar to the Montessori system for the last twenty-five years.

551. **Williams, L. A.** Estimate of the Montessori system of child training. New York teachers monographs, 14: 25–32, June 1912.

552. **Winship, Albert Edward.** Montessori methods. Journal of education, 75: 399–400, April 11, 1912.

ELEMENTARY OR COMMON SCHOOL EDUCATION

553. **Bonser, Frederick Gordon,** *ed.* Studies in elementary school practice. New York city, Teachers college, Columbia university, 1911. 1 p. l., 65 p. 8°. (Teachers college record, vol. xii, no. 1)

554. Elementary education. A symposium. Twentieth century magazine, 5: 54–65, February 1912.

Articles by R. T. Crane, A. A. Berle, and W. H. Noyes. The first emphasizes the importance of rural schools, and comments on their condition in Illinois and Wisconsin. Mr. Noyes advocates the study of industry, through work, experiment, books, and play.

555. **Fitzgerald, W. J.** Problems of the elementary school. Catholic educational review, 4: 293–316, October 1912.

"Read before the Catholic educational association, Pittsburg, 1912."

Discusses such problems as early entrance, irregular attendance, interest, overcrowding, religion, etc.

556. **Holmes, Edmond Gore Alexander.** What is and what might be; a study of education in general and elementary education in particular. Fifth impression. London, Constable & co., ltd., 1912. ix, 308 p. 8°.

CONTENTS.—Part I. What is, or The path of mechanical obedience: 1. Salvation through mechanical obedience. 2. Education through mechanical obedience. 3. A familiar type of school. Part II. What might be, or The path of self-realisation. 4. A school in Utopia. 5. Education through self-realisation. 6. Salvation through self-realisation.

"My aim in writing this book is to show that the externalism of the West, the prevalent tendency to pay undue regard to outward and visible 'results' and to neglect what is inward and vital, is the source of most of the defects that vitiate education in this country, and therefore that the only remedy for those defects is the drastic one of changing our standard of reality and our conception of the meaning and value of life."—Author in Pref.

557. **Morton, O. A.** Flexibility in the upper grades. Journal of education, 75: 229–30, February 29, 1912.

Advocates the greatest flexibility possible in the upper grades of the elementary school.

558. **Wilson, H. B.** Report on motivation of children's work in the elementary schools. American education, 15: 64–68, October 1911.

Also in Pittsburgh school bulletin, 5: 12–15, 15–20, September, October 1911.

Report presented at San Francisco meeting of National education association.

559. **Wilson, James Maurice.** Remediable defects in our conception of elementary education: education in Tsenon, Bohemia. Contemporary review, 100: 49–59, July 1911.

RURAL SCHOOLS

560. **Andrews, E. Benjamin.** The crusade for the country school. Educational review, 44: 385–96, November 1912.

"Respect and reverence for rural life and affairs and the most ample references thereto should pervade all school texts and collateral books."

561. **Bailey, Liberty H.** The school of the future. *In his* The outlook to nature. New rev. ed. New York, The Macmillan company, 1911. p. 97–137.

562. **Baker, N. R.** Rural camp schools. School news, 26: 41–42, September 1912.
A brief description of a camp school in Australia and its adaptability to this country.

563. **Billick, George.** Grading of rural schools. West Virginia educator, 6: 8–10, June 1912.

564. **Brown, H. A.** A more efficient higher education for the country boy and girl. Journal of education, 74: 563–65, November 30, 1911.
Outlines a program of studies for a high school in a rural section of about a thousand people (Colebrook, N. H.), where agriculture is the predominating industry.

565. ——— The readjustment of a rural high school to the needs of the community. Washington, Government printing office, 1912. 31 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 20)
Work done at Colebrook academy, Colebrook, N. H.

566. **Burnham, Ernest.** Two types of rural schools, with some facts showing economic and social conditions. New York city, Teachers college, Columbia university, 1912. vii, 129 p. incl. maps, tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 51)
A study of schools in Trumbull county, Ohio, and Kalamazoo county, Michigan.

567. **Caldwell, J. H.** Why are our country schools no better? Oklahoma school herald, 20: 12–14, June 1912.
Claims that the failure of our schools is traceable to the following sources, viz: 1. Inefficient parentage. 2. Inefficient school boards. 3. Inefficient teachers.

568. **Crocheron, B. H.** Very real country school in Baltimore county, Md. World's work, 23: 318–26, January 1912.

569. **Crosby, Dick Jay.** Progress in the East in rural education. University of California chronicle, 14: 68–75, January 1912.
Address delivered at the Rural education congress held at Davis, Cal., October 14, 1911.
"The most prominent feature of recent progress in rural education in the eastern half of the United States is unquestionably to be found in the inauguration and development of instruction in agriculture, home economics, and manual arts in the elementary and secondary schools."

570. **Cubberley, Ellwood P.** The improvement of rural schools. Boston, New York [etc.] Houghton Mifflin company [1912] x, 76 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
CONTENTS.—Editor's introduction.—I. The problem.—II. More money.—III. Better organization.—IV. Better supervision.

571. **Dabney, Charles W.** The rural school as a center of country life. American educational review, 33: 643–45, September 1912.

572. **Deyoe, Albert M.** Problems of country life. Journal of education, 76: 285–86, September 19, 1912.
Address before the Iowa state teachers' association.

573. ——— The relation of our public school system to the problems of country life. Midland schools, 26: 134–39, January 1912.
Deals with the consolidation of rural schools as social centers, and the rural high school.

574. **Dietrick, W. G.** Rural school equipment. Nebraska teacher, 15: 225–27, November 1912.
Treats of inside equipment, outside equipment, and playground apparatus.

575. **Fairchild, Edward T.** Agencies for betterment of rural school conditions. School news and practical educator, 25: 316–18, March 1912.
A statement of subjects chosen for consideration by the Committee on rural schools of the National education association at a recent conference.

576. **Faison, E. B.** Rural extension work. Improving sanitary conditions of the home and increasing attendance under compulsory education law are among the big school problems. Atlantic educational journal, 8: 18–20, September 1912.

577. **Farrington, Edward I.** Eli M. Rapp and rural schools. American magazine, 74: 292-94, July 1912.

578. **Field, Jessie.** The corn lady; the story of a country teacher's work. Chicago, A. Flanagan company, 1911. 107 p. illus. 12°.

A series of letters, each a record of practical experience, on country-school and country-life improvement, from a "country teacher."

579. **Foght, Harold Waldstein.** Country school. Annals of the American academy of political and social science, 40: 149-57, March 1912.

580. **Gates, Frederick Taylor.** Country school of to-morrow. World's work, 24: 460-66, August 1912.

581. **Gordon, Margaret.** Commencement in the ungraded rural school. Ladies' home journal, 29: 58, April 1912.

582. **Hanifan, L. J.** The rural school and rural life. West Virginia school journal, 41: 204-7, August-September 1912.

583. **Harris, Pearl B.** Mechanics of country school teaching. Ohio educational monthly, 61: 149-57, April 1912.

Personal experience of the author in a country school having eight grades. Advocates supplying some of the most obvious principles of general scientific management to the mechanical parts of teaching, and thus save time for real teaching.

584. **Heighway, Frank F.** More efficient service. Educator-journal, 12: 402-8, April 1912.

Suggestions for greater efficiency in the rural schools, especially those in Indiana.

585. **Hoffman, Urias J.** *and* **Booth, W. S.** The one-room country schools and village schools. Issued by the [Illinois] Department of public instruction. Springfield, Illinois state journal co., state printers, 1912. 105 p. illus., plans. 8°. (Circular no. 65)

586. **Holton, Edwin L.** Public schools and community life. Kansas school magazine, 1: 65-70, February 1912.

Gives a program for a rural school improvement meeting, and a course of study for high schools in agriculture and home economics.

587. **Houston, D. F.** The rural school a national failure. Southern workman, 41: 635-42, November 1912.

Address delivered at the Conference for education in the South, April 1912.

588. **Hyatt, Edward.** The redirection of the rural school. University of California chronicle, 14: 62-67, January 1912.

Address delivered at the Rural education conference held at Davis, Cal., October 14, 1911.

"To redirect the rural school, we must redirect the whole people—not merely the rural people, but those in the cities and towns as well."

589. Improving the conditions in rural schools. Elementary school teacher, 12: 437-39, May 1912.

590. **Lamkin, Uel W.** The high school over a store. Missouri school journal, 29: 435-39, October 1912.

"Four families in Henry county by co-operating organized the Norris high school and brought the school to their children instead of sending their children away to school."

591. **Leiper, Macon Anderson.** Teaching language through agriculture and domestic science. Washington, Government printing office, 1912. 30 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 18)

592. **McCullough, Jane.** Rural high schools. Pennsylvania school journal, 60: 433-35, March 1912.

593. **McKeever, William A.** Farm boys and girls. New York, The Macmillan company, 1912. xviii, 326 p. illus. 12°. (Rural science series)

594. **Morse, Sarah E.** The needs of the rural school and how to meet them. Intermountain educator, 7: 16-24, January 1912.

Gives a summary of the answers received to 20 letters sent to rural teachers, county superintendents, trustees, and prominent educators of Montana asking them to state what they considered the needs of the rural schools to be.

595. **Odell, Frank G.** *and* **Delzell, James E.** Suggested outline for a rural school survey. Nebraska teacher, 14: 521, May 1912.

Outline is divided into four sections, as follows: Physical survey, social survey, educational survey, and economic survey.

596. One hundred and thirty-one rural schools in thirteen Wisconsin counties. Extracts from results of field study reported to the Wisconsin state board of public affairs by the Training school for public service. Journal of education, 76: 399–402, October 17, 1912.

597. **Padgett, Edward Riddle.** Commissioner Claxton on the rural schools. Progressive teacher, 18: 33–35, 35–37, May, June 1912.

Dr. Claxton's ideas concerning the rural schools. A short sketch of his life is appended.

598. **Randlett, Gordon W.** The problem of the American rural school. Educator-journal, 12: 411–14, April 1912.

An address delivered before the Rural school section of the North Dakota State teachers' association, November 1, 1911.

599. **Sexton, Bernard.** A little school in the woods. World's work, 22: 14808–14, September 1911.

600. **Shelby, T. H.** The establishment and maintenance of rural high schools in Texas. Texas school journal, 30: 1–7, September 1912.

The need for high schools and the nature of the schools that the Department of education desires to establish in Texas.

601. **Sherwood, A. S.** Old-time pedagog. Educational review, 43: 41–48, January 1912.

602. **Stewart, Cora Wilson.** The moonlight schools of Rowan county. Normal instructor, 21: 16–17, 51, June 1912.

Describes the rural night schools of Rowan county, Kentucky, where illiterates of all ages are taught to read and write.

603. **Tate, W. K.** Country schools for country children. World's work, 24: 102–107, May 1912.

Describes the transformation in education in Page county, Iowa.

604. **Texas. University.** Rural school education; lectures delivered and outlines of round tables held during rural school education week under the auspices of the University summer schools, July 15–19, 1912. Austin, Tex., The University of Texas [1912] 84 p. illus. 8°. (*Its* Bulletin no. 251, general series 27)

CURRICULUM

605. **Beard, E. J. H.** How to prevent waste and secure greater proficiency in school studies. Midland schools, 27: 15–18, September 1912.

606. **Elson, W. H.** Waste and efficiency in school studies. American school board journal, 44: 25–26, March 1912.

607. **Manny, Frank A.** The elementary school curriculum. Kindergarten review, 22: 108–14, 174–78, October, November 1911.

Address delivered at the Training teachers' session of the International kindergarten union convention, Cincinnati, April 25, 1911.

"References:" p. 177–78.

608. **Snedden, David Samuel.** Differentiated programs of study for older children in elementary schools. Educational review, 44: 128–39, September 1912.

In the estimation of the writer, "a complete scheme of secondary education should include not only one or more of the four-year programs as now commonly found but also flexible two-year programs of study, all containing English literature, English expression, general science, social science and an option from one of the four great fields of practical arts study—namely, agriculture, industrial and practical arts, and commerce."

609. **Stockwell, S. S.** The public school course of study. Education, 32: 197–202, December 1911.

The scheme presented is an attempt "to meet the individual capacity of each pupil at each stage of his development."

Reading

610. **Bowden, Josephine H.** Learning to read. Elementary school teacher, 12: 21-33, September 1911.

611. **Kolrep, H.** Amerikanische fibeln. Pädagogische zeitung, 41: 753-56, September 26, 1912.
A critical discussion of the principles and methods of what the author terms "the three best American readers of their kind": Burchill's The progressive road to reading; the McCloskey primer; and Holbrook's The Hiawatha primer.

612. **Taylor, Joseph Schimmel.** Quantitative study of reading. Educational review, 42: 254-69, October 1911.

Penmanship

613. **Ayres, Leonard P.** A scale for measuring the quality of handwriting of school children. New York city, Russell Sage foundation, Dept. of child hygiene [1912] 17 p. 8°. ([Russell Sage foundation. Dept. of child hygiene. Pamphlets] no. 113)
Measuring scale for handwriting; 1 folded sheet laid in.

614. **Freeman, Frank N.** Current methods of teaching handwriting. Elementary school teacher, 12: 427-36, 481-93; 13: 25-40, May-June, September 1912.
A critical comparison of the typical methods of teaching handwriting which are in general use in this country. Information was obtained by a questionnaire which was sent to all of the cities of the United States of 50,000 inhabitants or more, census of 1900. Illustrated.

615. ——— Some issues in the teaching of handwriting. Elementary school teacher,, 12: 1-7, 53-59, September, October 1911.

616. **Thompson, Mary E.** Psychology and pedagogy of writing; a résumé of the researches and experiments bearing on the history and pedagogy of writing. Baltimore, Warwick and York, 1911. 128 p. 12°. (Educational psychology monographs)

617. **Thorndike, Edward L.** A scale for merit in English writing by young people. Journal of educational psychology, 2: 361-68, September 1911.
An attempt to establish an approximate scale for marking English composition.

Spelling

618. **Cook, W. A.** Shall we teach spelling by rule? Journal of educational psychology, 3: 316-25, June 1912.

619. **Grupe, Mary A.** A review of the pedagogical studies on the teaching of spelling. Colorado school journal, 27: 6-10, May; 6-10, June 1912.
Bibliography at end of article.
Treats of the spelling tests made by Rice, Cornman, Wallin, and others.

620. **Kline, Linus W.** A study in the psychology of spelling. Journal of educational psychology, 3: 381-400, September 1912.
"An experiment to compare the relative efficiency of learning to spell by methods which conform or do not conform to the individual's imagery type."—School review, November 1912, p. 646.

621. **Roberts, Mary Eleanor.** The lost art of spelling. Lippincott's magazine, 89: 407-408, March 1912.
Argues that spelling is not an association of ideas, but an association of sounds.

622. **Shields, Thomas Edward.** Teaching the child to spell. Catholic educational review, 2: 841-53, November 1911.
Discussion of methods and text-books as causes of bad spelling.

623. **Suzzallo, Henry.** The teaching of spelling; a critical study of recent tendencies in method. New York, Teachers college, Columbia university, 1911. 72 p. 8°. (Teachers college record, vol. xii, no. 5, November 1911)

Composition and Language Study

624. **Alexander, Alice.** Some phases in English teaching. Educator-journal, 13: 9–11, September 1912.

625. **Cody, Sherwin.** Scientific principles in the teaching of composition. English journal, 1: 161–72, March 1912.

626. From a new angle. Primary education, 19: 446–47, 515–17, 584–86, 20: 13–15, 71–72, 140–42, 202–4, 262–64, October 1911–May 1912.

Talks on language, containing bright ideas of progressive teachers.

627. **Hillegas, Milo B.** A scale for the measurement of quality in English composition by young people. New York city, Teachers college, Columbia university, 1912. 54 p. 8°.

Reprinted from Teachers college record, vol. xiii, no 4.

A study of the measurements of quality in English composition and the formation of a standard scale for determining their value. "The scale is composed of sample English compositions, the qualities of which have been determined by more than four hundred competent judges."

628. **Shelby, Florence Ellis.** Seven secrets of success with English classes. Educational foundations, 23: 2–7, 81–84, 145–50, 240–43, 263–66, 344–50, 409–14, September 1911–March 1912.

Languages

629. **Fay, Edwin W.** Language study and language psychology. Popular science monthly, 79: 369–84, October 1911.

630. **Priestley, Herbert I.** Which language for the grades. Sierra educational news, 7: 32–36, October 1911.

Advocates Spanish in California schools.

History

631. **Brown, Gilbert L.** The content of history in the elementary school. Western journal of education (Ypsilanti) 5: 203–8, May 1912.

Suggests that history in the elementary school should have as its aim to enable the pupil to understand the origin, growth, and character of the civilization of his own country, and gives a few points for making the teaching more effective.

632. **Carley, Pearl Backus.** Third-grade history work in Francis W. Parker school. Elementary school teacher, 12: 349–69, April 1912.

Studies in the history of Chicago. Topical outline given.

633. **Draper, Andrew Sloan.** No mummified history in New York schools. Syracuse, N. Y., C. W. Bardeen, 1912. 32 p. 12°.

An address delivered November 28, 1911, before the history section of the New York state teachers association.

634. **McManis, John T.** History as a study in the American elementary school. Educational bi-monthly, 6: 146–57, December 1911.

Historical outline of conditions before 1840.

635. **Wilson, G. M.** The motivation of seventh and eighth grade history work. Elementary school teacher, 13: 11–16, September 1912.

Dramatizing sections of history work.

Geography

636. **Carey, W. Maclean.** Weather study for schools. School world (London) 14: 83–87, March 1912.

The author advocates the study of the principles of meteorology in schools as a part of the course in geography and outlines methods and apparatus for use in this study.

637. **Gregory, W. H.** Symposium upon what is most needed in the teaching of elementary geography. Journal of geography, 10: 245–62, April 1912.

"Collection of modern ideas regarding needed improvements in elementary geography."

638. **McManis, John T.** History of geography as an elementary school study. Educational bi-monthly, 5: 434-46, June 1911.

639. **McMurry, Charles A.** Corn. Elementary school teacher, 12: 297-305, March 1912.

The subject of corn discussed as a geographic topic for fifth or sixth grade.

Nature Study and Science

640. **American nature-study society.** Proceedings of the meeting held in Washington, D. C., December 27-28, 1911. Nature-study review, 8: 1-7, January 1912.

641. **Birch, Arthur C.** Science and elementary teachers. Westminster review, 178: 302-7, September 1912.

642. **Comstock, *Mrs.* Anna (Botsford).** Handbook of nature study for teachers and parents, based on the Cornell nature-study leaflets . . . Ithaca, N. Y., Comstock publishing company, 1911. xvii, 938 p. illus. 8°.

Books of reference, p. 924-28.

643. **Harris, N. W.** Natural history in the Chicago schools. American review of reviews, 45: 570, May 1912.

Describes system of museum extension to the public schools of Chicago.

644. **Horwood, A. R.** The ideal of education, as applied to nature study. Westminster review, 178: 331-35, September 1912.

Shows the value of scientific museums as an adjunct in nature study.

645. **Lewis, George G.** A scheme of nature study and how to work it. London, Bath and New York, Sir I. Pitman & sons [1911?]. 89 p. illus., plates, diagr. 12°.

646. **Shepherd, John Wilkes.** Some suggestions for the teaching of nature-study—I-IV. Educational bi-monthly, 7: 74-85, 132-48, 247-63, 353-63, October, December 1912; February, April 1913.

Arranged by grades.

647. **Wickes, Frances G.** The sure way to teach nature study to a child. Ladies' home journal, 29: 36, 32, May, June 1912.

States that the mother must lay the foundation for the school work.

Arithmetic

648. **Cosby, Byron.** An experiment in the Mound City (Mo.) public schools in arithmetic teaching. School science and mathematics, 11: 629-34, October 1911.

Solving the problem of making arithmetic more practical.

649. **Freeman, Frank N.** Grouped objects as a concrete basis for the number idea. Elementary school teacher, 12: 306-14, March 1912.

Gives the results of an experimental investigation of number perception in children and adults.

650. **Monroe, Walter S.** A chapter in the development of arithmetic teaching in the United States. Elementary school teacher, 13: 17-24, September 1912.

Concludes a series begun in May and continued in June in the Elementary school teacher.

651. ——— Warren Colburn on the teaching of arithmetic, together with an analysis of his arithmetic texts. Elementary school teacher, 12: 421-26, May 1912.

Says that Colburn must be regarded as a successful exponent of oral instruction.

652. **Morrison, Adelbert H.** Mathematics in the elementary schools. School science and mathematics, 12: 593-605, October 1912.

This paper read before the Association of mathematical teachers in New England, February 3, 1912, suggests considerable modification in the present elementary school course in mathematics. The writer advocates a lessening of the time devoted to written work, thereby increasing the amount of time for oral training. Gives in detail the content of such a course.

653. **Tall, Lida Lee.** Testing for efficiency in arithmetic. Atlantic educational journal, 7: 301-4, April 1912.

Results of some tests given in the grammar grades in Baltimore county, Maryland, in April 1910.

Art

654. **Ball, Katherine M.** The art work of Oriental children in the public schools of San Francisco. Twentieth century magazine, 5: 33–39, February 1912.
Illustrated by drawings by Chinese pupils.

655. **Felton, Alice.** The Hawley grammar school, Northampton, Mass. School arts magazine, 12: 28–36, September 1912.
"How a public library cooperates with a public school in the art education of children."

656. **Keatinge, M. W.** The moral dangers of aesthetics in schools. Educational times, 65: 169–72, April 1, 1912.
Discusses the value of aesthetic training in schools and the development of the feelings as an essential part of the mental process, but shows that the cultivation of the feelings has its dangers and needs to be restrained within certain defined limits.

657. **Mason, William A.** Art education: retrospective and prospective. Manual training magazine, 14: 1–9, October 1912.
Advocates cooperation between the teacher of drawing and the teacher of manual training.

658. **Murphy, Bessie Randall.** The kodak in art instruction. School arts magazine, 12: 14–18, September 1912.

659. **Sargent, Walter.** Fine and industrial arts in elementary schools. Boston, New York [etc.] Ginn and company [1912] 132 p. illus. 8°.

660. ——— Problems in the experimental pedagogy of drawing. Journal of educational psychology, 3: 264–76, May 1912.

Occupations and Busy Work

661. **Worst, Edward F.** *and* **Keith, Edna.** Educative seat work. Chicago, Thomas Charles company, 1912. 141 p. illus. 8°.

Music

662. **Ashton, Leonora Sill.** Music classes in public schools. Musician, 17: 567, August 1912.

663. **Dann, Hollis.** Should the state establish an educational standard for supervisors of music in the public schools and require candidates to pass special examinations? Journal of education, 75: 177–79, 203–205, 232–34, February 15, 22, 29, 1912.

664. **McConathy, Osbourne.** Recent developments in public school music. Musician, 17: 88–89, February 1912.

665. **White, W. A.** The place of music in public education. Educational bimonthly, 6: 136–45, December 1911.

Agricultural Training

666. **Babcock, Ernest B.** Elementary school agriculture. Sierra educational news, 7: 38–44, October 1911.
Outlines efforts being made to help California rural schools.

667. **Bricker, Garland Armor.** Problems in the experimental pedagogy of elementary agriculture. Journal of educational psychology, 3: 29–34, January 1912.
A discussion of scope and method of agricultural teaching in the elementary schools.

668. ——— The sequence of the seasons in teaching elementary agriculture. Education, 32: 489–93, April 1912.
Lays down the following rule: "At any given season of the year, teach those agricultural things in which the farming community is interested at that time."

669. **Clarke, J. R.** Agriculture in the course of study and in the daily program of our schools. Ohio educational monthly, 61: 476–81, September 1912.
Gives a daily program for a school of eight grades, so arranged as to include time for agriculture and nature-study.

670. **Davis, Benjamin Marshall.** Agricultural education in the public schools. A study of its development with particular reference to the agencies concerned. With an introduction by C. H. Judd. Chicago, Ill., The University of Chicago press [1912] vi, 163 p. 8°.

Bibliography, with annotations: p. 132–159.

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671. Elementary agriculture. Seventh and eighth grades. Pennsylvania school journal, 61: 169–74, October 1912.

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Domestic Science

672. **Norton, Alice P.** Home economics from the standpoint of the grade teacher. Journal of home economics, 3: 431–40, December 1911.

"Presented at the St. Louis meeting of the American home economics association, December 27, 1910."

673. **Raymond, Charlotte A.** Home economics. Journal of education (Pierre, S. D.) 13: 31–34, March 1912.

Home economics in rural schools.

674. **Whitcher, George H.** Domestic arts courses in public schools. Elementary school teacher, 12: 197–205, January 1912.

A detailed statement of range of activities in domestic arts instruction in the public schools of Berlin, N. H.

Physiology and Hygiene

675. **Eddy, Walter H.** An experiment in teaching sex hygiene. Journal of educational psychology, 2: 451–58, October 1911.

Outline of a first-year course in "civic biology."

676. **Eliot, Charles W.** School instruction in sex hygiene. Journal of education, 75: 595–97, May 30, 1912.

"Read before the Congress of the American school hygiene association, New York city."

677. **Foster, W. S.** School instruction in matters of sex. Journal of educational psychology, 2: 440–50, October 1911.

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678. **Hurlbatt, Ethel.** The teaching of hygiene in the public schools. American physical education review, 17: 525–33, October 1912.

"Read before the Public school society, at the National convention, Montreal, February 23, 1912."

679. **Jackson, Edward.** Normal teaching regarding sex. Colorado school journal, 28: 14–16, September 1912.

680. The problem of sex instruction. Journal of education, 75: 313–23, 327–31, March 21, 1912.

A grouping of opinions and convictions of teachers, superintendents, physicians, preachers, and specialists on the problem of sex instruction.

Manual Training

681. **Heath, Howard R.** Manual training in the primary schools of Victoria, Australia. Manual training magazine, 14: 151–56, December 1912.

682. **Hein, Leon F. A.** Cost of materials for manual training in the elementary grades. Manual training magazine, 14: 129–37, December 1912.

683. **Loughlin, A. P.** Standardizing seventh and eighth grade manual training. Manual training magazine, 13: 339–51, April 1912.

Shows what was accomplished in the nineteen grade schools of Peoria, Illinois.

684. **Summers, L. L.** Woodwork in the lower grades. Manual training magazine, 14: 10–23, October 1912.

Gives an outline of a tentative plan of work for the first five grades. Copiously illustrated.

SECONDARY EDUCATION

685. **Davis, Calvin O.** The reorganization of secondary education. Educational review, 42: 270–301, October 1911.

686. **Fisher, Willard J.** Drift in secondary education. Science, n. s., 36: 587–90, November 1, 1912.

687. **Greenwood, James M.** Kinds of children in high schools. Missouri school journal, 28: 544–50, December 1911.

Problems of managing and interesting pupils.

688. **Hines, L. N.** The "six-and-six" plan in the public schools of Crawfordsville, Indiana. American school board journal, 44: 14, February 1912.

An instance of successful operation of the "six-and-six" plan.

689. **Johnston, Charles Hughes,** *ed.* High school education. Professional treatments of the administrative, supervisory, and specifically pedagogical functions of secondary education, with special reference to American conditions. New York, C. Scribner's sons, 1912. xxii, 555 p. 12°.

Bibliography: p. 471–531.

By 25 leading educators, covering Current demands upon progress, Disciplinary basis of courses, History of secondary curriculums since the Renaissance, Reorganizing secondary education, Instruction: its organization and control, Mathematics, Physics, Chemistry, Biology, Physiography, English, Public speaking, etc., Latin, Modern languages, History, civil government, and political economy, Drawing, Music, Moral education, Physiology and hygiene, Sex pedagogy, Agriculture, Commercial education, Vocational training, Practical arts for girls, Psychology, High school library.

690. **Lewis, William D.** The high school and the boy. Saturday evening post, 184: 8–9, 77–78, April 6, 1912.

In order to meet the needs of all classes of boys, all high-school subjects of study should be placed on an equality, and the content of the courses in each of these lines, and the aims and the methods of instruction, should be determined by the capacity of the students as they are and by social and economic needs, rather than by the foundations required for advanced courses or by professional theories as to the complete and logical organization of subjects.

691. ——— The high school and the girl. Saturday evening post, 184: 8–9, 64, May 4, 1912.

The second of two articles on the Problems of the high school.

Claims that the "high school's largest possible service, so far as the girls are concerned, is to conserve their health, train them for household efficiency and economic independence, and bring them into touch with the larger social and intellectual interests of humanity."

692. **Lurton, Freeman E.** The disintegration of a high school class. A study in elimination. School review, 19: 680–683, December 1911.

Study of conditions in the high school of Anoka, Minnesota.

693. **Lyon, Leverett S.** Inter and intra high school contests. Education, 33: 38–49, September 1912.

Discusses the pros and cons of the subject.

694. **Main, Josiah.** Plans and purposes of a modern high school. Kansas school magazine, 1: 27–35, 101–109, January, March 1912.

Part II appearing in the March number has the sub-title "Motor education."

695. **Martin, George H.** The peculiar obligation of the public high school. Educational review, 43: 461–71, May 1912.

Suggests that the high school student should be made acquainted with the social movements of the day, such as child labor, conservation, pure food, temperance, etc. Says that the play movement and the vocational movement do not promote the spirit of social service.

696. **Mearns, William Hughes.** The high school and the "standard." Independent, 73: 480–85, August 29, 1912.

Declares that the business of the high school is to help young people "to a better adjustment to the life they must eventually live."

697. ——— High school: its manners and customs. Outlook, 101: 581–85, July 13, 1912.

698. **Nalder, F. F.** The high school commencement. Northwest journal of education, 23: 358–61, April 1912.

Suggestions for the annual graduation exercises of high schools.

699. **Rynearson, Edward.** The conference hour in the Pittsburgh high schools. School review, 20: 246–53, April 1912.

Writer declares the "conference-hour plan" to be a useful and valuable adjunct to the work of the week. It combines the class and individual methods of teaching.

700. **Shields, Thomas Edward.** The high school. Catholic educational review, 2: 925–43, December 1911.

Survey of the field. Review of the report of the National education association committee upon the articulation of high school and college, adopted by the Department of secondary education July 11th, 1911.

701. **Smith, H. B.** Departmental organization in high schools. Journal of education, 75: 599–600, May 30, 1912.

Replies received to a questionnaire sent out to the principals of one hundred typical highschools of the country.

702. **Snedden, David Samuel.** Opportunity of the small high school. School review, 20: 98–110, February 1912.

Writer contends that "the small high school cannot be a vocational school in any true sense of that word, but this does not mean that it shall forego all attempts to keep its boys and girls in contact with the practical arts."

703. Success in school. School review, 19: 585–95, November 1911.

Suggestions for increasing high school teaching efficiency; an abstract of eight papers presented in conferences conducted in the Washington Irving High school for girls, February to May, 1911.

704. **Warner, A. B.** The vital things in the secondary school. Missouri school journal, 29: 2–6, January 1912.

Claims that the great aim of the secondary school is moral character.

CURRICULUM

705. **Burk, Frederic.** Our high school curriculum, what shall we do about it? Western journal of education (San Francisco) 18: 3–6, May 19, 1912.

A discussion of the high school curriculum based on results of an entrance examination for the San Francisco state normal school.

706. **Gray, Edward D. McQueen.** How the curriculum of the secondary school might be reconstructed. Albuquerque, N. M., University of New Mexico, 1911. 141–65 p. 12°. (Bulletin of the University, no. 61. Educational series, vol. 1, no. 5)

Proposes a separation of the curriculum into two biennial divisions, each closed by a public examination. The junior division should present a general course; the work of the senior division should be departmental—precollegiate, vocational, or technical.

707. **Green, C. A.** The one room high school. Missouri school journal, 28: 385–88, September 1911.

Problems of the course of study.

708. **Hollister, Horace Adelbert.** Constants and variables in the high school programme of studies. Education, 32: 69–74, October 1911.

English and Composition

709. **National council of teachers of English.** Proceedings of the first annual meeting, Chicago, December 1–2, 1911. English journal, 1: 24–45, 72–94, January, February 1912. (J. F. Hosic, secretary, Chicago, Ill.)

Contains: 1. V. C. Coulter: Financial support of English teaching, p. 24–29. 2. Cornelia S. Hulst: The organization of the course in literature in secondary schools, p. 72–83. 3. C. S. Thomas: The English course in the high school: the New England view, p. 84–94.

710. **Abbott, Allan.** To beginners in English teaching. English journal, 1: 419–24, September 1912.

"Given before a group of prospective teachers of English at Mt. Holyoke college, April 10, 1912." Discusses four fundamental elements of success in the teaching of English.

711. **Alton, Margaret.** Third year English in secondary schools. Education, 32: 505–8, April 1912.

To remedy the self-consciousness of pupils of the third year, with its resulting embarrassment of thought or of expression, the writer suggests a plan "to let at least two-thirds of the class study be done by separate classes of girls and boys, the other one-third to be 'result' work or mechanical drill."

712. **Bliss, D. C.** Some results of standard tests. Psychological clinic, 6: 1–12, March 1912.

Some results of tests in English composition.

713. **Boynton, Percy Holmes.** Suggestions for the English-literature section of a high-school library. School review, 20: 111–16, February 1912.

714. **Chubb, Percival.** The menace of pedantry in the teaching of English. School review, 20: 34–45, January 1912.

715. **Du Breuil, Alice Jouveau.** Written composition in the high school. English journal, 1: 537–46, November 1912.

"Delivered before the Maryland state teachers' association at Braddock Heights, Md., June 26, 1912."

716. **Frank, Maude M.** Dramatization of school classics. English journal, 1: 476–81, October 1912.

"The author describes a satisfactory trial plan of securing interest in Ivanhoe and the Odyssey in the first year of high school by means of informal, rough-and-ready dramatization."—School review, December 1912, p. 706.

717. **Hopkins, Edwin M.** Can good composition teaching be done under present conditions? English journal, 1: 1–8, January 1912.

718. **Hughes, Helen S.** English literature and the college freshman. School reviews, 20: 583–92, November 1912.

An investigation of the teaching of English in the high school and in the college, "in connection with the average general culture of the student body." Illustrated by graphic statistics. Author thinks that the high schools are not doing all that might be expected of them in their teaching of English, particularly in the smaller towns of the Middle West.

719. **Jones, Charles Edward.** Sources of interest in high school English. New York, American book company [1912] 144 p. 12°.

720. **McConn, Charles Maxwell.** High-school students' rankings of English classics. English journal, 1: 257–72, May 1912.

Based on the statements of about 8,000 students.

721. **O'Donnell, Charles L.** Reading in secondary schools and colleges. Catholic educational review, 2: 898–908, December 1911.

722. **Reynolds, G. F.** English literature in secondary schools. Education, 32: 1–10, September 1911.

723. **Roberts, Albert E.** The teaching of English in the high schools of the United States. School world (London) 14: 81–83, March 1912.

A brief discussion of the place of English in the curriculum, principles underlying the courses of study, method of treatment of literature, literary equipment of the schools, composition and rhetoric, oratorical work, the teacher of English, and English in colleges and universities.

724. **Starch, Daniel** *and* **Elliott, Edward C.** Reliability of the grading of high-school work in English. School review, 20: 442–57, September 1912.

The problem of this investigation was to determine the range of variation and the reliability of the marks assigned by teachers to examination-answer papers. The data were obtained from one of the largest high schools in Wisconsin.

725. **Tressler, Jacob C.** The efficiency of student correction of compositions. English journal, 1: 405–11, September 1912.

"This article is a condensation of a thesis prepared under the direction of Dr. E. L. Thorndike of Columbia university. Because of limited space, the data on which the conclusions are based have been entirely omitted."

Modern Languages

726. **National German-American teachers' association.** Der deutsch-amerikanische lehrertag in Berlin. Pädagogische zeitung, 41: 664–66, August 22, 1912.

An account of the meeting in Berlin August 10-15 of the German-American teachers' association, which was attended by about 400 teachers and their friends from the United States.

727. **Armstrong, Edward Cooke.** Place of modern languages in American education. School review, 19: 596–609, November 1911.

Maintains that the vitality of the modern languages depends upon their value as a discipline and their cultural value; the practical values are accessories, but should not be neglected.

728. **Bronk, Isabelle.** Experiences of a non-native teacher of modern languages. Education, 33: 150–58, November 1912.

Advocates foreign residence for teachers of languages.

729. **Cipriani, Charlotte J.** The use of phonetics and the phonograph in the teaching of elementary French. School review, 20: 516–25, October 1912.

Experiments tried by the author in the French and German department at Ottawa university, 1905. Commends the use of the phonograph as a valuable adjunct in teaching French.

730. **Geddes, James,** *jr.* Oral instruction in modern languages. Education, 33: 27–35, September 1912.

"As long as the living languages are taught in this country precisely the same way as the dead languages, that is to say, while grammatical construction and classical literature form the principal feature, so long Americans will not become good linguists."

731. **Handschin, Charles Hart.** A historical sketch of the Gouin series-system of teaching modern languages and its use in the United States. School review, 20: 170–75, March 1912.

732. ——— Problems in the teaching of modern languages. Education, 32: 203–13, December 1911.

733. **Henninger, Carl.** Modern languages in high schools. Western journal of education (Ypsilanti) 5: 193–202, May 1912.

A brief description of a course in German which has for an aim "to enable the student to use the language, at least to some extent."

734. **Kuersteiner, A. F.** The needs of modern language instruction. School review, 19: 555–68, October 1911.

735. **Price, William R.** Aims and methods in modern language instruction. Educational review, 44: 257–74, October 1912.

Discusses the advantages of making the conversation center in and revolve about the texts.

736. A symposium on reform in grammatical nomenclature in the study of the languages. School review, 19: 610–42, November 1911.

Papers by C. R. Rounds, C. L. Meader, A. F. Kuersteiner, C. P. Wagner, F. N. Scott, T. J. C. Diekhoff, William G. Hale.

Ancient Languages

737. **Brown, Frances J.** Humanizing the Latin teacher. Classical journal, 8: 109–14, December 1912.

738. **Davis, Edward Porter.** Brief for the classics. Education, 32: 51–57, September 1911.

739. **Gray, Mason D.** Co-ordination of Latin with the other subjects of the high school curriculum. Classical journal, 7: 196–203, 338–48, February, May 1912.

740. **Henry, Norman E.** Live factors in Latin teaching. Classical journal, 7: 361–65, June 1912.

741. **Hooper, Cyrus Lauron.** The influence of the study of Latin upon knowledge of English grammar. English journal, 1: 393–404, September 1912.

Shows that students who have had thorough training in Latin do superior work in English.

742. **Leiper, M. A.** What Latin in the second year? Classical journal, 7: 243–51, March 1912.

743. **Meyer, Frank B.** Religion and morality in Latin of the high school. Religious education, 6: 520–26, February 1912.

744. **Paxson, Susan.** Hints for the Latin teacher. Classical journal, 8: 60–70, November 1912.

745. **Sabin, Francis E.** An exhibit in answer to the high school boy's question: "What's the use of Latin?" Virginia journal of education, 6: 5–7, October 1912.

Also pub. in Classical journal, 7: 349–51, May 1912.

746. **Sherman, S. P.** English and the Latin question. School and home education, 31: 331–44, April 1912.

The value of the study of Latin as a foundation for the study of English literature is proved by experimental examinations taken by students who have and who have not studied Latin.

747. **Walker, Arthur Tappan.** Caesar or a substitute? Classical journal, 7: 234–42, March 1912.

748. **Yeames, H. H.** On teaching Virgil. School review, 20: 1–26, January 1912.

History

749. **Association of history teachers of the middle states and Maryland.** Proceedings of the ninth annual convention, held in Washington, D. C., March 10 and 11, 1911. 62 p. 8°. (Henry Johnson, secretary, Teachers college, Columbia university)

Contains: 1. E. S. Meade: The present status of the teaching of economics in high schools, p. 19–28. 2. J. L. Tildsley: The practical management of a high school course in economics, p. 30–36.

750. History in the secondary school. History teacher's magazine, 3: 179–83, October 1912.

CONTENTS.—1. Eldon C. Evans: The use of the blackboard.—2. Frank P. Goodwin: Social science courses for commercial students.—3. E. M. Violette: Setting the problem.

751. **McAndrew, William.** "One remedy for education." World's work, 25: 72–79, November 1912.

Advocates the use of magazines of current events as textbooks in high schools.

Civics

752. **Todd, Edwin S.** An economic basis for civics teaching. Education, 32: 436–44, 478–84, March, April 1912.

Holds that "the real aim of civics instruction will never be realised until the student is brought into a position where he will be able first to appreciate his environment, second, to sympathize with that environment, and third, to complete the process of socialization by adapting himself to that environment."

Debating

753. **Gardner, Bertha Lee.** Debating in the high school. School review, 19: 534–45, October 1911.

754. **Robbins, Edwin Clyde.** The high school debate book. Chicago, McClurg & co., 1911. vi, 239 p. 12°.

Designed for those who wish to engage in public debates. With each question is a bibliography divided into general, affirmative, and negative references sufficient for a thorough discussion.

Economics

755. **Smith, Walter R.** The future of economics and social studies in the high school. Kansas school magazine, 1: 70–81, February 1912.

Mathematics

756. **Association of mathematical teachers in New England.** Minutes of the tenth spring meeting . . . held at Boston, Mass., April 13, 1912. 43 p. 8°.

Contains: 1. J. B. Hebberd: What can the high school do for the backward pupil? p. 9–24. 2. J. W. Young: The logical element in the teaching of geometry, p. 25–36.

757. **Chilcott, Clio M.** An experiment in cooperation. Journal of education, 75: 125–27, February 1, 1912.

An experiment in teaching mathematics by the group system as carried on in Charlestown high school, Boston.

758. **Evans, George W.** The teaching of high school mathematics. Boston, Houghton Mifflin co., 1911. 94 p. 12°. (Riverside educational monographs)

Treats in concise form the following topics: Modern point of view, Order of topics, Equations and their use, Some rules of thumb, Geometry as algebraic material, Graphical method, Bases of proof in geometry, Method of limits, Simpson's rule and the curve of sections, The teacher.

759. **Gebhardt, Martin.** Die geschichte der mathematik im mathematischen unterrichte der höheren schulen Deutschlands. Leipzig und Berlin, B. G. Teubner, 1912. vii, 157 p. 8°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission. bd. III. hft. 6)

"Literaturverzeichnis": p. 132–53.

760. **Hart, Walter W.** Inductive instruction in mathematics. Educational bi-monthly, 6: 7–14, October 1911.

The underlying psychology; the essentials of method; application.

761. ——— Some fundamental principles in the teaching of first year algebra. Wisconsin journal of education, 43: 172–75, 220–21, 241–42, 270–71, September–December 1911.

762. **Myers, George William.** Report on the teaching of secondary mathematics in France. School review, 19: 433–53, September 1911.

763. ——— Report on the unification of mathematics in the University high school. School science and mathematics, 11: 777–90, December 1911.

764. **Newhall, Charles W.** The real problem in secondary mathematics. Educational review, 43: 472–82, May 1912.

765. **[Palmer, George William].** The teaching of arithmetic in secondary schools. London, H. M. Stationery office, 1912. 33 p. 8°. ([Gt. Brit.] Board of education. Special reports on educational subjects)

No. 13 in a series of papers on the Teaching of mathematics in the United Kingdom, prepared for the International commission on the teaching of mathematics.

766. **Russell, W. B.** Mathematics required by industrial workers as applied in high schools. School science and mathematics, 11: 704–8, November 1911.

767. **Schultze, Arthur.** The teaching of mathematics in secondary schools. New York, The Macmillan company, 1912. 370 p. 12°.

768. **Young, J. W. A.** Concerning systematic exposition of mathematics and the fusion of its various branches in secondary instruction. School science and mathematics, 12: 447–56, June 1912.

Discussion of the questions referred to Subcommission A of the International commission on the teaching of mathematics for report at the session at Milan, Italy, September 18–21, 1911.

Geometry

769. **[Carson, George Edward St. Lawrence]** The educational value of geometry. London, H. M. Stationery office, 1912. 17 p. 8°. ([Gt. Brit.] Board of education. Special reports on educational subjects)

No. 15 in a series of papers on the Teaching of mathematics in the United Kingdom, prepared for the International commission on the teaching of mathematics.

770. **Cosby, Byron.** Efficiency in geometry teaching. School science and mathematics, 12: 406–15, May 1912.

An address read before the Mathematics section of the Missouri state teachers' association at Hannibal, November 10, 1911, describing a plan for teaching geometry tried at Kirksville, Mo.

771. **Smith, David Eugene.** The teaching of geometry. Boston, New York [etc.] Ginn and co. [1911]. 339 p. illus. 12°.

Deals with the history, development and methods of teaching geometry in such a way that it cannot fail to have a vitalizing influence.

Science

772. **Eikenberry, William L.** The general-science course in the University high school. School review, 20: 217–27, April 1912.

The University high school, Chicago, Ill., early recognized "the necessity for an elementary study of the field of all the sciences as a requisite for success in any one of them."

773. **Fisher, Willard J.** Is science really unpopular in high schools? Science, n. s., 35: 94–98, January 19, 1912.

774. **Judd, Charles Hubbard.** Meaning of science in secondary schools. School science and mathematics, 12: 87–98, February 1912.

Address read before the Central association of science and mathematics teachers at Lewis institute, Chicago, December 1, 1911.

The author emphasizes the fact that to make a science a vital part of the middle school "a minute and careful examination of your students as well as your subject matter" must be made.

775. **Rynearson, Edward.** Science in the first year in high school. School journal, 79: 265–66, 75–76, 78, May 1912.

The author is in favor of "a course that includes material from all the sciences but which is not classifiable as any particular science."

Physics

776. **Central association of science and mathematics teachers.** Report upon the teaching of physics in segregated classes. School science and mathematics, 12: 19–26, January 1912.

Willis E. Tower, chairman.

Read before the Physics section of the Central association of science and mathematics teachers December 2, 1911, at Lewis institute, Chicago.

A report of an investigation conducted in the larger cities of every state except three. The result was in favor of segregated classes.

777. **Eastern association of physics teachers.** Proceedings of the sixtieth meeting, Cambridge, Mass., December 2, 1911. 18 p. 8°.

778. ——— Proceedings of the sixty-first meeting, Boston, Mass., March 2, 1912. 16 p. 8°.

779. ——— Proceedings of the sixty-second meeting, Charlestown, Mass., June 1, 1912. 23 p. 8°.

780. **Coleman, S. E.** Adaptation of physics to different types of pupils. School science and mathematics, 12: 131–37, February 1912.

A description of the plan used in the Oakland high school.

781. **Jameson, J. M.** The opportunity now before teachers of physics. School science and mathematics, 12: 195–205, 327–35, March, April 1912.

Suggestions for adapting the instruction to the everyday needs of the pupil, and making it fall in line with the present movement for industrial education.

782. **Mann, C. Riborg.** The teaching of physics for purposes of general education. New York, The Macmillan company, 1912. xxv, 304 p. 12°. (Teachers' professional library, ed. by N. M. Butler.)

Bibliography: p. 291–99.

The first part of this book traces the development of the present situation. The second traces the origin of physics, and seeks to establish its leading characteristics and to define its possibilities as a means of general education. In the third part the purpose of physics teaching is stated, and hints are given as to how this purpose may be attained.

783. **Smith, Burton E.** Should the content of high school physics be changed? School science and mathematics, 11: 604–609, October 1911.

One versus many courses; quantity reduced; illustrations increased; quality practicalized.

Chemistry

784. **New England association of chemistry teachers.** [Proceedings of the] forty-third regular meeting, February 3, 1912. Boston, Mass. 36 p. 8°. (Ralph C. Bean, secretary)

Contains: David Snedden: Problems of science instruction in secondary education, p. 20-28.

785. **Bray, W. J.** The function of chemistry in the modern high school. School science and mathematics, 12: 572-78, October 1912.

A strong plea for the teaching of chemistry in the high school as a practical subject, showing its relation to problems of every day life rather than its technical value as a science. This paper was read before the Science section of the Missouri society of science and mathematics teachers, November 9, 1911.

786. **Gustafson, C. F.** Teaching the basic principles of applied chemistry to high school boys and girls. School science and mathematics, 11: 616-23, October 1911.

787. **Miller, William Lash.** Chemical philosophy of the high school text-books. Science, n. s. 34: 257-63, September 1, 1911.

Claims that text-books in chemistry do not emphasize the conception of continuity which plays so great a part in modern science.

788. **Vallance, C. A.** Inspection of chemical industries by students in the secondary schools. School science and mathematics, 12: 381-87, May 1912.

An address read before the Chemical section of the Chicago association of science and mathematics teachers at Lewis institute, Chicago, in which the author shows how the school may articulate with daily life, especially through the chemistry course.

Botany

789. **Works, George A.** Applied botany. School science and mathematics, 12: 610-15, October 1912.

The course in botany here outlined is the result of six years' use of the material in an effort to develop a course adapted to a high school in a community essentially rural.

Biology and Zoology

790. **Dawson, Jean.** Some effects of civic biology in the home. School science and mathematics, 12: 313-21, April 1912.

791. **Walter, Herbert E.** High school biology and sex hygiene. Education, 32: 26-34, September 1911.

792. **Whitney, W.** Application of zoology to the life of the pupil and of the community. School science and mathematics, 12: 171-76, March 1912.

Read before the biology section of the Central association of science and mathematics teachers, in Chicago, December 1, 1911.

Physiology and Hygiene

793. **Gregg, F. M.** Social hygiene. Education, 33: 100-4, October 1912.

Contends that the problem of social hygiene in the schools generally is "the problem of so directing the association of the sexes as to suppress familiarity and to develop becoming modesty."

794. **Moseley, E. L.** Some ways of teaching pupils practical hygiene. School science and mathematics, 12: 1-5, January 1912.

Description of methods used in the Sandusky high school.

Agricultural Training

795. Agricultural education in secondary schools. Papers read at the second annual meeting of the American association for the advancement of agricultural teaching, Columbus, Ohio, November 14, 1911. Washington, Government printing office, 1912. 53 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 6)

CONTENTS.—1. F. W. Howe: Essentials in a state system of agricultural education. 2. E. C. Higbie: The need for reliable scientific data regarding social and economic conditions in rural communities. 3. D. O. Barto: The proper equipment of an agricultural high school. Discussion by D. J. Crosby. 4. R. W. Stimson: The Smith's agricultural school and agricultural education in Massachusetts. 5. A. V. Storm: The unprepared teacher of agriculture in high schools and colleges of education. 6. A. C. Monahan: What is done to prepare teachers of secondary school agriculture.

796. **Coffman, L. D.** Pedagogy of secondary school agriculture. Nature-study review, 8: 87–99, March 1912.

"A critical examination of the pedagogical conditions and principles involved in the introduction of agriculture into the secondary schools."

797. **Hatch, Lester Kirk.** The high school course in agriculture. Madison, The University of Wisconsin, 1911. 40 p. 12°. (Bulletin of the University of Wisconsin, no. 441. High school ser. no. 12)

Bibliography: p. 37–40.

798. **Main, Josiah.** Agriculture in the high school. Popular science monthly, 79: 385–95, October 1911.

799. **Robison, Clarence H.** Agricultural instruction in the public high schools of the United States. New York, Teachers college, Columbia university, 1911. 205 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 39)

List of references: p. 191–200.

Domestic Science

800. **Eastwood, Mary E.** Suggestive outline of a domestic art course for a high school. Household arts review, 4: 38–45, February 1912.

Commercial Subjects

801. **New England high school commercial teachers association.** Report of the ninth annual convention . . . held at Simmons College, Boston, Mass., October 21, 1911. 34 p. 4°. (W. O. Holden, secretary, Pawtucket, R. I.)

Contains: 1. A. J. Meredith: The professional and technical training of commercial teachers, p. 5–9. 2. W. A. Hawkins: Bread and butter education, p. 10–12. 3. A. E. Holmes: What a business man expects of his stenographer and bookkeeper, p. 13–19. 4. W. M. Cole: Some connotations of teaching for business, p. 20–24.

802. **Beveridge, J. H.** Efficiency in the business department of the high school. Midland schools, 27: 68–71, November 1912.

"Address delivered before the Business department of the National education association, Chicago, Ill., July 9, 1912."

"The purpose of this paper is to suggest a method of measuring the economic, social and ethical efficiency of the business department of the high school."

803. **Clark, George A.** Commercial subjects in high schools. Sierra educational news, 7: 34–39, September 1911.

804. **Fee, Ira B.** Business course for high schools of smaller cities. American school board journal, 45: 15, October 1912.

"Never in the history of commercial or business courses in high schools have such radical changes been effected as were witnessed during the past four weeks. The course of study proposed by Superintendent Fee is therefore most timely, and should suggest valuable material as a basis for future changes in this direction."

805. **Geijsbeek, John B.** Defects in high school teaching. Colorado school journal, 27: 28–33, January 1912.

Describes the typical commercial course in the high school and shows its defects.

806. **Neystrom, Paul H.** A commercial course for high schools. Educational review, 43: 483–98, May 1912.

The schools should teach "the principles of business and give as much of the practise as may be possible." The writer outlines a course of study.

Ethics

807. **McManis, John T.** Indirect ethical instruction in the high school. Educational bi-monthly, 6: 196–202, February 1912.

"Notes of an address delivered before the Chicago high and normal school association, November 11, 1911."

Claims that the "hope for the future of high school morals lies in the direction of the laboratory, athletics, industrial education, children's clubs, and other agencies that make for social control rather than teacher control."

808. **Sharp, Frank Chapman,** *and* **Neumann, Henry.** A course in moral education for the high school. School review, 20: 228–45, April 1912.

The course outlined is not entirely "an untried experiment." Portions of it have been given during the past three years in the high schools of Wisconsin and some other states.

Manual Arts

[*See* Manual training; Industrial and trade education.]

EDUCATION AND TRAINING OF TEACHERS

809. **Bricker, Garland Armor.** Teachers' extension schools. School review, 20: 266–70, April 1912.

810. **Cann, Alfred L.** Some notes on American teacher training methods. Manchester, England, Municipal day training college, 1911. 12 p. 8°.

Gives special attention to the methods of coordinating theoretical instruction with the actual teaching experience in normal schools.

811. **Cleaver, William G.** Normal instruction in cities. Pennsylvania school journal, 60: 345–49, February 1912.

Address read before the city, borough and township superintendents of Pennsylvania, December 26, 1911.

812. **Darroch, Alexander.** The place of psychology in the training of the teacher. London, New York [etc.] Longmans, Green, and co., 1911. 142 p. 12°.

813. **Fishpaw, Clara Brooks.** The training of rural teachers. Education, 33: 79–83, October 1912.

Writer contends that the rural school has too long served as a sort of training for the inexperienced and unprepared teacher. Shows what has been accomplished in Michigan and Wisconsin in training teachers for rural school work.

814. **Marrs, S. M. N.** The training of the teacher through the medium of the secondary schools. Texas school magazine, 14: 5–7, January 1912.

815. **Mutchler, Fred** *and* **Craig, William James.** A course of study for the preparation of rural school teachers. Washington, Government printing office, 1912. 23 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 1)

816. **Taylor, W. E.** Normal training high schools. Texas school journal, 29: 15–17, December 1911.

Short sketch of the normal training high schools in Kansas and general discussion of these schools as a means of supplying teachers for rural schools.

817. **Thorndike, Edward L.** Professional training for college and university teachers. Zeitschrift für hochschulpädagogik (Leipzig) 3: 2–7, January–April 1912.

The author is "more concerned about the advancement of knowledge of university education by research than about the agitation for the professional training of college teachers."

TEACHERS' INSTITUTES, MEETINGS, ETC.

818. **Brubacher, A. R.** Teachers' meetings. Their purpose; character; frequency and program. American education, 15: 160–63, December 1911.

"Address delivered at October meeting of New York state council of superintendents."

819. **Martin, Theodore T.** To what extent may the work of the county institute be made concrete by the use of illustrative materials? Educator-journal, 12: 631–34, August 1912.

Gives the replies received in response to a questionnaire which was sent to fifty of the county superintendents of Indiana.

820. **Ruediger, William C.** Teachers' councils. Education, 32: 397–408, March 1912.

A plea for teachers' councils. Says that the teachers' council should be established by some political body, such as the board of education, the city council, or the state legislature.

821. **Sayre, Alfred V.** Teachers' meetings. Teacher, 16: 263–64, November 1912.

CERTIFICATION AND TENURE

822. **California. University. Council of education.** Report of the Committee on readjustment of the course of study and the certification of teachers. Alex. F. Lange, chairman. Part I. Sierra educational news, 8: 512–20, September 1912.

823. **Doughty, W. F.** On determining the teacher's efficiency. Texas school journal, 29: 1–4, March 1912.

Recommends the tentative scheme for the measurement of teaching efficiency devised by Prof. Elliott, of the University of Wisconsin.

824. **Draper, Andrew Sloan.** The necessary basis of the teacher's tenure. School bulletin, 38: 94–98, January 1912.

Address before the New York state teachers' association, November 28, 1911.

825. **Latham, R. H.** Scholarship and experience requirements for superintendent's certificates in 47 states. North Carolina education, 6: 10, April 1912.

826. **Paton, J. L.** The teachers' register and its possibilities. Contemporary review, 102: 239–46, August 1912.

Register of teachers in England.

827. **Snedden, David.** The certification of teachers in the high school, with special reference to certification in history. History teacher's magazine, 3: 103–5, May 1912.

828. **Updegraff, Harlan.** Teachers' certificates issued under general state laws and regulations. Washington, Government printing office, 1911. 269 p. maps, diagrs. 8°. (U. S. Bureau of education. Bulletin 1911, no. 18)

Bibliography, p. 262–66.

A comprehensive survey, presenting in tabular form a digest of the laws and regulations of each state, followed by an analysis of the material contained in the tabular digest.

TEACHING AS A PROFESSION

829. **Bardeen, Charles William.** Monopolizing woman teacher. Educational review, 43: 17–40, January 1912.

The writer declares that his article is not a protest but a recognition of the inevitable. "Unless some cataclysm occurs," he remarks, "women are going to drive men out and control the schools." His paper considers some of the results to be expected. It is discussed by two correspondents in the Educational review for February, p. 201–4.

830. **Becht, J. George.** Developing professional spirit among teachers. Journal of education, 76: 481–82, November 7, 1912.

831. **Bole, S. James.** The case of the American teacher. Western journal of education (Ypsilanti) 5: 399–406, November 1912.

"Partial review of Coffman's Social composition of the teaching population."

832. **Boyce, Arthur Clifton.** Qualities of merit in secondary school teachers. Journal of educational psychology, 3: 144–57, March 1912.

Results obtained from a questionnaire sent to 235 superintendents and principals.

"The specific qualities of merit are taken from a list proposed by Prof. E. C. Elliott, of Wisconsin, as a basis of measuring teaching efficiency."

833. **Class, P.** Nachdenkliche teurungsberechnungen. Pädagogische zeitung, 41: 797–800, October 10, 1912.

Discusses the increased cost of living from the teacher's point of view. Contains valuable detailed comparisons.

834. **Denver, Colo. Principals' association.** The Sabbatical year. Colorado school journal, 28: 16–18, October 1912.

Gives some replies to a questionnaire sent to teachers who had been granted a Sabbatical leave of absence.

835. **Handschin, Charles Hart.** Percentage of women teachers in state colleges and universities. Science, n. s., 35: 55–57, January 12, 1912.

836. **McAndrew, William.** The schoolman's Monday morning. Educational review, 43: 109–24, February 1912.

837. **Perry, Arthur C.,** *jr.* The status of the teacher. Boston, New York [etc.] Houghton Mifflin company [1912] xii, 78 p. 12°. (Riverside educational monographs)

CONTENTS.—1. The authority of the teacher. 2. The responsibility of the teacher. 3. The profession of the teacher.

An attempt to explain each relation of the teacher in its true light—to the community, to the school, to the pupils, to the parents of the pupils.

NORMAL SCHOOLS

838. **Andress, J. Mace.** The aims, values, and methods of teaching psychology in a normal school. Journal of educational psychology, 2: 541-54, December 1911.

"References:" p. 554.

A brief analysis to determine the aims and values of psychology in the normal school, and the principles of teaching that would naturally grow out of them, together with some methods which the author has found useful in his own classes.

839. ——— The history of education in the normal school. Education, 32: 614-19, June 1912.

The writer declares that the dearth of suitable text-books has greatly hindered the effectiveness of the teaching of the history of education. Suggests courses.

840. **Ashley, M. L.** Aims, difficulties, and possibilities in teaching psychology to normal school students. Educational bi-monthly, 7: 1-8, October 1912.

841. **Bicknell, Thomas Williams.** A history of the Rhode Island normal school . . . 1852-1865 . . . 1871-1911. [Providence, R. I., 1911] 235 p. illus. 8°.

842. **Estill, Harry F.** The proper work of the normal schools. Texas school journal, 29: 1-3, January 1912.

The purpose of this paper, read before the Normal school section of the Southern educational association, is to show the distinction that should be made in spirit and purpose between the normal school and other institutions.

843. **Grote, Caroline.** The normal schools of Illinois. School news, 24: 511-24, July 1911. illus.

Impressions received on a tour of inspection.

844. **Heche, Arthur.** A report on the teaching and practice of hygiene in the public normal schools of the United States. Journal of educational psychology, 2: 429-39, October 1911.

Based on reports from 84 schools.

845. **Holland, Ernest Otto.** The Pennsylvania state normal schools and public school system. New York city, Teachers college, Columbia university, 1912. 94 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 55)

846. **House, Roy T.** An experiment in free tuition. Education, 32: 77-80, October 1911.

On the free instruction given by Oklahoma state normal schools.

847. **Johnston, Charles H.** The study of education. Journal of educational psychology, 2: 569-74, December 1911.

A criticism of Warner Fite's strictures on normal schools, etc., in the Nation, September 1, 1911.

848. **Pray, Carl E.** History in the normal schools. How shall the professional schools prepare their pupils to teach in accordance with the report of the Committee of eight? History teacher's magazine, 3: 54-56, March 1912.

"Read before the History teachers' section of the American historical association at Buffalo, 1911."

849. **Smith, Frank Webster.** The normal school ideal. Education, 33: 19-26, September 1912.

The fifth installment of a series of papers on normal-school work.

"Pleads for a more functional co-ordination of the elements of the normal school curriculum."—School review, November 1912, p. 647.

PEDAGOGY IN UNIVERSITIES

850. **National society of college teachers of education.** Papers presented for discussion at the meeting of the Society of college teachers of education, St. Louis, February 27-29, 1912. Chicago, University of Chicago press [1912] 153 p. 8°. (School review monographs, no. 2)

The topics for the meeting were the Difference between graduate and undergraduate work in education, Relation of normal schools to departments and schools of education in universities, Undergraduate degrees in education in various colleges and universities, and Present status of education as a science.

851. **Farrington, Frederic Ernest.** Practice work in university departments of education. [Austin] The University of Texas [1909] 42 p. 8°. (Bulletin of the University of Texas, no. 134. General ser. no. 18)

Reprinted from the Publications of the National society of college teachers of education for 1909.

852. **Hill, David Spence.** The need of practical cooperation of educational and of medical departments in modern universities. Science, n. s., 36: 647-59, November 15, 1912.

Author endeavors to show, first, "the present status of affiliation of schools or departments engaged respectively in the training of physicians and of teachers, and secondly, to present a plea for a more general and effective cooperation between medical and educational departments where the interchange is warranted by technical training and material resources in both departments."

Questionnaires were sent to medical colleges and to departments and schools of education. The responses are generalized by the writer.

853. **Johnston, Charles Hughes.** The school of education of the University of Kansas; its organization and function. [Lawrence, Kans.] 1911. 20 p. 8°.

854. **Miller, E. A.** The organization of a college department of education. School review, 20: 613-22, November 1912.

Data regarding twenty-one institutions.

HIGHER EDUCATION

855. **Association of American universities.** Journal of proceedings and addresses of the thirteenth annual conference, held at the University of Chicago, October 26 and 27, 1911. [Chicago, Ill.] The Association [1912?] 61 p. 8°. (C. H. Haskins, secretary, Harvard university, Cambridge, Mass.)

Contains: 1. E. B. Greene: Departmental administration in American universities, p. 17-27; Discussion, p. 27-35. 2. H. P. Judson: How can the teaching time of professors be most advantageously distributed between college work (both elementary and advanced) and graduate work? p. 35-38; Discussion, p. 38-44. 3. A. L. Lowell: Disadvantages of the current American practice of conferring degrees (with the exception of the Ph. D.) on the accumulation of credits in individual courses, rather than as the result of comprehensive examinations upon broad subjects, p. 45-52; Discussion, p. 52-61.

856. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the twenty-fifth annual convention, held under the auspices of Columbia university, New York City, December 1 and 2, 1911. [n. p.] The Association, 1912. 155 p. 8°. (Arthur H. Quinn, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. What can the colleges do to encourage more thorough work in fundamental subjects in the schools? Isaac Sharpless, p. 12-20; W. H. Maxwell, p. 21-26. 2. The care of the student in school and college: F. P. Keppel, p. 27-34; Frederic Gardiner, p. 35-42. 3. Shall industrial or vocational subjects be accepted for admission to college? J. H. Penniman, p. 49-55; A. D. Dean, p. 56-66. 4. The combination of certificate and examination systems: J. R. Angell, p. 67-81; J. C. Sharpe, p. 82-88. 5. President's address, Educational problems: Thomas Fell, p. 93-105. 6. Modern language teaching in the United States: E. C. Armstrong, p. 106-13; E. W. Bagster-Collins, p. 114-18; F. S. Hemry, p. 119-27

857. **Association of colleges and preparatory schools of the Southern states.** Proceedings of the seventeenth annual meeting held at Tuscaloosa, Ala., November 2, 3, 1911. Nashville, Tenn. Publishing house of the Methodist Episcopal Church South, 1912. 78 p. 8°. (B. E. Young, secretary, Vanderbilt university, Nashville, Tenn.)

Contains: 1. C. H. Barnwell: Recent experiments in methods of admission, p. 29-36. 2. F. H. Gaines: Freshmen requirements in Southern colleges, p. 36-47. 3. Elizabeth Colton: Southern colleges for women, p. 48-68. 4. H. N. Snyder: A little experiment in fourteen-unit standards (continued), p. 69-75.

858. **National association of state universities in the United States of America.** Transactions and proceedings . . . sixteenth annual meeting, held at Minneapolis, Minn., October the nineteenth and twentieth, nineteen hundred eleven. Burlington, Vt., Free press printing company [1912?] 288 p. 8°. (Guy Potter Benton, secretary-treasurer, University of Vermont, Burlington, Vt.)

Contains: 1. W. O. Thompson: The economic basis of education, p. 21-38. 2. C. R. Van Hise: Central boards of control, p. 62-104. 3. Frank Strong: Boards of control of higher educational institutions, with special reference to Kansas, p. 105-15; Discussion, p. 115-32. 4. A. R. Hill: Departmental organization, p. 133-40. 5. Brown Ayres: Departmental organization, p. 140-42; Discussion, p. 142-48. 6. E. M. Gray: Reconstructive suggestions in regard to the curriculum of the secondary school, p. 148-70; Discussion, p. 170-80. 7. W. L. Bryan: Economy in university administration, p. 181-89; Discussion, p. 189-204. 8. K. C. Babcock: Relations of the state university to the colleges of the state, p. 212-23. 9. R. J. Aley: Entrance requirements for state universities, p. 224-39; Discussion, p. 240-51. 10. E. J. James: National aid to popular education, p. 251-81.

859. **Ohio college association.** Transactions of the forty-second annual meeting . . . held at Columbus, Ohio, December 26 and 27, 1911. Columbus, Ohio, The Champlin press [1912] 111 p. 8°. (E. A. Miller, secretary, Oberlin college, Oberlin, Ohio)

Contains: 1. C. N. Cole: The effort at Oberlin for college efficiency, p. 18-27. 2. H. E. Bourne: Notes upon the report entitled "Present problems of instruction in the University of Chicago," p. 28-30. 3. L. G. Westgate: Efficiency and the college faculty, p. 31-39. 4. F. C. Kirkendall: How can the college help the high school, p. 56-68. 5. R. M. Hughes: How can the high school help the college? p. 69-75.

860. **Bourne, Randolph S.** The college: an undergraduate view. Atlantic monthly, 108: 667-74, November 1911.

861. ——— College life to-day. North American review, 196: 365-72, September 1912.

Declares that the "cultural" interests hold their own equally with athletics.

862. **Butler, Nicholas Murray.** International influence of the university. Columbia university quarterly, 14: 146-53, March 1912.

"Reprinted from the President's Annual report, 1911, p. 14-25."

863. **Carnegie foundation for the advancement of teaching.** Sixth annual report of the president and of the treasurer. New York city, 1911. 154 p. 4°.

Contains: 1. The obligations of the colleges in the matter of providing pensions for teachers, p. 32-36. 2. The exchange of teachers between Prussia and the United States, p. 36-40. 3. Education and the nation, p. 45-49. 4. Progress towards a better adjustment between the college and the secondary school, p. 60-63. 5. The noteworthy educational progress of the South, p. 64-67. 6. The increase in the number and in the attendance of higher institutions during the last decade, p. 69-71. 7. Increase in the number of students as related to educational progress, p. 71-77. 8. The rise of the graduate school, p. 103-107. 9. Progress of the state universities toward educational and political freedom, p. 107-112.

864. ——— Seventh annual report of the president and of the treasurer. New York city, 1912. 194 p. 4°.

Contains: 1. The exchange of teachers between Prussia and the United States, p. 16-19. 2. University and college financial reporting, p. 130-133. 3. Advertising as a factor in education, p. 133-143. 4. Sham universities, p. 154-163.

865. **Childs, William Macbride.** Essentials of a university education. Hibbert journal, 10: 581-98, April 1912.

866. **Cooper, Clayton Sedgwick.** Why go to college. New York, The Century co., 1912. xii, 212 p. illus. 8°.

Contents.—1. General characteristics. 2. Education à la carte. 3. The college campus. 4. Reasons for going to college. 5. The college man and the world. Index.

867. **Creagh, John T.** The university and the state. Catholic educational review, 3: 141–52, February 1912.

868. **Crossley, M. L.** The function of a college education. Education, 33: 129–34, November 1912.

Argues that the college is not the place for specialization. This is the work of the graduate and trade schools.

869. **Ferraris, Carlo F.** Di alcuni caratteri internazionali dell' istruzione superiore. Roma, Tipografia della R. Accademia dei Lincei, 1911. 511–534 p. 4°.

870. **Furst, Clyde.** Tests of college efficiency. School review, 20: 320–34, May 1912.

Shows what has been done by the Carnegie foundation for the advancement of teaching in the matter of educational standards and tests.

871. **Gay, Edwin F.** Tests of college efficiency. School review, 20: 335–38, May 1912.

The writer presents some of the impressions he has received from contact with business men, and their attitude toward college.

872. Great scientist's indictment of American universities. Current literature, 52: 58–61, January 1912.

Doubts of David Starr Jordan, as expressed before the American association for the advancement of science, regarding the utility of well-endowed scientific establishments.

873. **Levermore, Charles H.** A complete municipal university. North American review, 196: 705–13, November 1912.

Outlines a scheme for a municipal university—"a training for life and for every occupation in the community." Gives table of studies.

874. **Maclaurin, Richard C.** Darwin at an American university. Atlantic monthly, 108: 192–98, August 1911.

875. **Peirce, George James.** Oppertunity of the endowed university. Science, n. s., 35: 973–77, June 28, 1912.

876. **Pendleton, Ellen Fitz.** The function of a college. American educational review, 33: 191–94, January 1912.

Claims that the two-fold function of the college is training for citizenship and the preparation of the scholar.

877. **Pritchett, Henry S.** Influence of organized alumni. Independent, 72: 450–52, February 29, 1912.

878. **Rogers, Arthur Kenyon.** Function of the American college. Popular science monthly, 81: 574–81, December 1912.

879. **Schafer, Joseph.** Who should go to college and why. American review of reviews, 46: 474–80, October 1912.

The author declares that the colleges of the United States, with some honorable exceptions, are "receiving youmg men and graduating them in masses without applying an adequate test of fitness to the individual at any point in his college career."

880. **Soule, Andrew MacNairn.** The university ideal. [Athens, Ga., The McGregor company, printers, 1912] 20 p. 8°.

An address delivered at the University of Tennessee on the occasion of the dedication of the Oliver Perry temple pavilion, May 22, 1912.

881. **Stuart, Donald Clive.** Endowed theater and the university. North American review, 194: 760–64, November 1911.

882. **Thwing, Charles F.** What more can the higher education do for America? Independent, 72: 268–71, August 1, 1912.

The training of the exceptional man is emphasized.

883. **Vincent, George Edgar.** Old guide for new times. University of Chicago magazine, 4: 161–71, April 1912.

884. **Wolfe, Albert Benedict.** What makes a college? Popular science monthly, 79: 151–59, August 1911.

SMALL COLLEGES

885. **Chancellor, William Estabrook.** The small college: has it a norm of size? Journal of education, 76: 255–56, September 12, 1912.

"Intensive article on the small college from the vigorous and vitalizing pen of Dr. William Estabrook Chancellor."—Editor's note.

886. **Hodgman, T. Morey.** Functional changes in the college. Educational review, 44: 240–48, October 1912.

"A discussion of the changes in the small college necessary to make it fit present demands."—School review, December 1912, p. 707.

887. **Simpson, J. D.** Our small colleges. American educational review, 34: 51–52, October 1912.

Advocates giving the small college a chance, claiming that it is doing a great work and is not in the way of the larger schools.

888. **Stevenson, John James.** Small colleges. Popular science monthly, 80: 58–65, January 1912.

Declares that the modern "academy-colleges" are superficial. The curriculum should be designed "to accord with modern conditions."

SUPERVISION AND ADMINISTRATION

889. **Bryan, William Lowe.** Economy in university administration. Science, n. s., 36: 41–45, July 12, 1912.

890. **Capen, Samuel P.** The supervision of college teaching. Pedagogical seminary, 18: 543–50, December 1911.

891. **Cattell, J. McKeen.** University control. Science, n. s., 35: 797–808, 842–60, May 24 and 31, 1912.

A discussion of the problems of administration of the large endowed universities. Questionnaire was sent out. "Of the 299 replies, 46 are taken as favoring the system usual in the United States, which is designated as a limited autocracy, 69 as favoring a system in which the faculties have greater share in control . . . 184 as favoring a plan of representative democracy more or less similar to the one proposed."

892. **Churchman, Philip H.** The sliding scale and academic standards. Educational review, 44: 25–34, June 1912.

The writer says that "the sliding scale should tend to restore something like the competition motive, long superseded by the ambition to exist four years within the college precincts and at the same time to avoid anything like an education."

893. **Foster, William Trufant.** Scientific distribution of grades at Reed college. Science, n. s., 35: 887–89, June 7, 1912.

The writer says that with the system in vogue at Reed college, "it is possible to give a definite and just reward for high scholarship by allowing a course completed with high credit to count more toward a degree than a course completed with lower credit."

894. **Jastrow, Joseph.** The administrative peril in education. Popular science monthly, 81: 495–515, November 1912.

"A vigorous protest against 'externalism' in university administration, and a plea for democracy in management."—School review, December 1912, p. 707.

895. **Ladd, George T.** On the need of administrative changes in the American university. Popular science monthly, 80: 313–25, April 1912.

States that "the vice of extravagance in administration is being distinctly fostered by the system at present prevailing in our larger and wealthier universities . . . In the lack of knowledge, of confidence and of co-operation, most of the embarrassments, difficulties, failures and scandals connected with the present system of university administration in this country undoubtedly arise."

896. **Lefevre, Arthur.** A study of the financial basis of the state universities and agricultural colleges in fourteen states. Texas school journal, 29: 1–10, April 1912.

897. **Lyon, E. P.** The migration of students. Science, n. s., 36: 533–43, October 25, 1912.

"A discussion of the principles which should govern the transfer of students from one institution to another."—School review, December 1912, p. 707.

898. **Paton, Stewart.** University administration and university ideals. Science, n. s., 34: 693–700, November 24, 1911.

899. **Penrose, Stephen B. L.** The organization of a standard college. Educational review, 44: 119–27, September 1912.

"Discusses very briefly faculty organization and administration, and the supervision and direction of student life."—School review, November 1912, p. 647.

900. **Tucker, William J.** Administrative problems of the historic college. Educational review, 43: 433–48, May 1912.

Discusses questions of government, method of instruction, curriculum, moral stimulus, etc. Declares that the examination is the weakest part of college instruction. Suggests an examination system, administered by a separate board of examiners, etc.

901. University administration. Outlook, 100: 65–66, January 13, 1912.

902. University control. Science, n. s., 35: 893–903, 964–67; 36: 19–28, 174–86, June 7, June 21, July 5, August 9, 1912.

CONTENTS.—Letters from Harvard university.—Letters from Yale university.—Letters from the University of Pennsylvania and Johns Hopkins university.—Letters from Cornell university and the University of Chicago.

Calls attention to the fact that in a democratic country we have developed "what is apparently a monarchical system of university government, whereas in monarchical countries they have democratic systems of university control."

903. **Weiss, W. P.** School grades—to what type of distribution shall they conform? Science, n. s., 36: 403–7, September 27, 1912.

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904. **Eliot, Charles W.** The university president in the American commonwealth. Educational review, 42: 433–49, December 1911.

905. **Jesse, Richard Henry.** Presidents and faculties in state universities. Educational review, 44: 1–12, June 1912.

Describes the type of men required for successful leadership in state universities.

906. **Morris, Edward P.** Specialist in the professor's chair. Yale review, n. s., 1: 43–57, October 1911.

907. **Moses, Montrose Jonas.** American professors of dramatic literature. Independent, 71: 813–16, October 12, 1911.

908. **Penrose, Stephen B. L.** The organization of a standard college. Educational review, 44: 119–27, September 1912.

Discusses the assignment of individual members of the faculty to specific duties.

909. **Stewart, Charles A.** Appointment and promotion of college instructors. Educational review, 44: 249–56, October 1912.

Author argues that instructors should be paid primarily for teaching or directing teaching, and not for the prestige brought to the institution by their names.

910. **Thomas, Thaddeus P.** Trustees and professors. Independent, 71: 907–9, October 26, 1911.

ARTICULATION OF HIGH SCHOOL AND COLLEGE

911. **Angell, James R.** The combination of certificate and examination systems. School review, 20: 145–60, March 1912.

Writer declares "those arrangements best which are clearly most native to the conditions they are called to meet . . . The day has certainly passed when any college can set itself up as a standard to which all others must conform."

912. **Butler, Nathaniel.** Report of the twenty-fourth educational conference of the academies and high schools in relations with the University of Chicago. School review, 20: 383–400, June 1912.

913. **Ellis, Alston.** The articulation of the high school and the college. Ohio teacher, 32: 295–300, February 1912.

914. **Henderson, Joseph Lindsey.** Admission to college by certificate. New York city, Teachers college, Columbia university, 1912. x, 171 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 50)

915. **Lefevre, Arthur.** The proper relation of the American high school to the American university. American school board journal, 44: 20–21, 44–45, January 1912.

Address before the Southern educational association.

Also in Texas school journal, 29: 7-12, December 1911; American educational review, 33: 549-55, July 1912.

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The relative merits of the examination and the certificate method of admission to college discussed.

917. **Norlin, George.** High school preparation for college. Colorado school journal, 27: 16–19, January 1912.

A discussion as to whether the so-called cultural subjects should be sacrificed to a course which leads to "immediate and lucrative efficiency in our commercial and industrial life."

918. **Stratton, Clarence.** How can the university be of more help to the secondary school? English journal, 1: 482–87, October 1912.

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By raising the standard of entrance requirements in English the university can be of most help to the high school.

COLLEGE ENTRANCE REQUIREMENTS

919. **Bowers, Frederick T.** What constitutes preparation for college: a layman's view. Education, 32: 16–19, September 1911.

920. **Fiske, Thomas S.** The College entrance examination board. Educational review, 43: 155–67, February 1912.

Presents statistics of the Board's examinations. Of the 4,000 candidates examined in 1911, 3,572 were examined in the North Atlantic States. The candidates from private schools made, on the whole, a better showing than those from public schools.

921. **Fleming, Walter L.** College entrance requirements. Louisiana state university quarterly, 7: 23–42, January 1912.

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922. **Judd, Charles Hubbard.** Reasons for modifying entrance requirements. Education, 32: 266–77, January 1912.

923. **Kingsley, Clarence Darwin.** Plan for college admission proposed by the secondary department of the National education association. Education, 32: 278–83, January 1912.

924. **National education association.** The influence of the uniform entrance requirements in English. A brief chapter of educational history, together with a summary of the facts so far obtained by a committee of the National education association. English journal, 1: 95–121, February 1912.

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925. New methods of admission to college. A symposium. Education, 32: 261–83, January 1912.

This symposium consists of the following articles: 1. Recent changes in the rules of the new England college entrance certificate board, by Frank W. Nicolson; 2. Reasons for modifying entrance requirements, by Charles H. Judd; 3. Plan for college admission proposed by the secondary department of the National education association.

926. **Smith, Franklin O.** A rational basis for determining fitness for college entrance. Pedagogical seminary, 19: 137–53, June 1912.

Reprinted in the Bulletin of the State university of Iowa, new series, no. 51, December 1912.

927. **Thornton, W. M.** On dealing tenderly with the young man Absalom. Virginia journal of education, 5: 206–11, February 1912.

A defense of the final examination as a basis for college entrance.

928. **Vermont. University.** College requirements and the secondary curriculum. Addresses presented at the Educational conference held at the University of Vermont in connection with the inauguration of Guy Potter Benton as president of the University. Burlington, Vt., The University [1911] 79 p. 8°.

CONTENTS.—J. F. Messenger: Introduction. John Dewey: Present tendencies in college education. E. C. Moore: Present tendencies in secondary education. J. E. Lough: Preparation for college. E. M. Roscoe: The small high school and the college. J. P. Taylor: The doomed pupil. E. L. Ingalls: Inspirational effect of college possibilities. J. H. Tufts: New requirements at the University of Chicago. G. P. Benton: Education and the state (Inaugural address).

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Emphasis laid upon the fact that culture does not necessarily exclude vocational training, while the latter may include culture.

930. **Birdseye, Clarence Frank.** College curriculum as a preparation for vocation. Education, 32: 293–309, January 1912.

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931. **Main, John Hanson Thomas.** Limitation in the function of the college. American educational review, 33: 111–17, December 1911.

A discussion of the limitation of the college course to the "old classical course," and the limitations proposed by Amherst college.

932. **Merriam, Harold G.** Semester course and cultural studies. Nation, 95: 329–30, October 10, 1912.

933. **Oldfather, W. A.** Common sense and the elective system. Educational review, 42: 367–75, November 1911.

934. **Westgate, Lewis G.** Efficiency of the college course. Educational review, 43: 134–54, February 1912.

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Discussion, 17: 820–24, May 1912.

936. **Aydelotte, Frank.** English as training in thought. Educational review, 43: 344–77, April 1912.

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937. **Greene, William Chase.** Greek at Oxford and in America. Nation, 93: 572, December 14, 1911.

938. **Kayser, C. F.** May the modern languages be regarded as a satisfactory substitute for the classics? Educational review, 43: 449–60, May 1912.

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941. **Menzies, Alan W. C.** General hygiene as a required college course. Science, n. s., 35: 609-12, April 19, 1912.

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942. **Moulton, Richard Green.** Place of world literature in education. *In his* World literature and its place in general culture. New York, The Macmillan company, 1911. p. 441-65.

943. **Prescott, Samuel Cate.** Teaching of microbiology in colleges of United States and Canada. Science, n. s., 35: 362-66, March 8, 1912.

944. **Richards, Herbert Maule.** Botany in the college course. Educational review, 42: 376-87, November 1911.

945. Seminar methods of economic instruction. A symposium. Journal of political economy, 20: 153-79, February 1912.

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948. **Lyman, Rollo Lu Verne.** College debating. Century magazine, 82: 937-42, October 1911.

949. **Taylor, John Adams.** The evolution of college debating. Quarterly journal of the University of North Dakota, 3: 30-46, October 1912.

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952. Master's degree at Rutgers college. Science, n. s., 36: 109-10, July 26, 1912.

953. **Schuyler, Robert Livingston.** Suggested requirement for the degree of doctor of philosophy in history. Educational review, 42: 191-95, September 1911.

954. **Wright, Ellsworth D.** Foreign-language requirements for the A. B. degree. Classical journal, 7: 323-37, May 1912.

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956. **Lincoln, Edmond E.** Our Rhodes scholars. Forum, 47: 715-23, June 1912.

Writer says that "the true aim of an Oxford education is to enable the student to make a life rather than to prepare him for making a mere living."

957. **Prentice, William Kelly.** University fellowships. Nation, 95: 430, November 7, 1912.

958. **Whicher, George F.** Fellowships. Nation, 95: 456, November 14, 1912.

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Statistics from the Five year record of the class of 1906, showing the average incomes of the men for each of the years since graduation.

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960. **Bailey, William Bacon.** What becomes of college graduates? Independent, 73: 1115, November 14, 1912.

961. **Burritt, Bailey Barton.** Professional distribution of college and university graduates. Washington, Government printing office, 1912. 147 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 19)

962. **Ellis, A. Caswell.** The relation of higher education to the economic development of the state. Journal of education, 76: 199–201, August 29, 1912.

963. **Hazen, Charles Downer.** The college and the citizen. American educational review, 33: 122–30, December 1911.

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964. **Hewes, Amy.** Marital and occupational statistics of graduates of Mount Holyoke college. American statistical association. Quarterly publications, 12: 771–97, December 1911.

965. **Mason, Gregory.** College men in practical politics. Outlook, 99: 85–89, September 9, 1911.

966. **Princeton university. Class of 1901.** Individual incomes. *In its* Decennial record. [Princeton] 1912. p. 343–[347]

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968. **Washburn, William Sherman.** College man in the public service. Science, n. s., 34: 589–93, November 3, 1911.

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SCHOOL GOVERNMENT, ARCHITECTURE, EQUIPMENT, ETC.

ADMINISTRATION. *a.* Supervision and Organization

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969. **Ayres, Leonard P.** Measuring educational processes through educational results. School review, 20: 300–9, May 1912.

Discusses the scientific method in education and industry.

970. **Bachman, Frank P.** Attaining efficiency in city school systems. Annals of the American academy of political and social science, 41: 158–75, May 1912.

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971. **Butler, Nicholas Murray.** Problems of educational administration. American school board journal, 44: 15–16, 48, June 1912.

"An address before the 44th University convocation of New York state."

972. **Doughty, W. F.** School administration problems in the South. American school board journal, 44: 18–20, 48–49, February 1912.

973. **Draper, Andrew Sloan.** The lay influence in school management. American school board journal, 43: 13–15, 43, November 1911.

974. ——— Rural supervision in New York. Educational review, 43: 193–98, February 1912.

A discussion of the "new and rather radical scheme for the supervision of the rural schools."

975. **Dutton, Samuel Train,** *and* **Snedden, David.** The administration of public education in the United States. [Revised edition.] New York, The Macmillan company, 1912. x, 614 p. 8°.

976. **Finegan, Thomas E.** Duties of school superintendents. School bulletin, 38: 77–85, December 1911.

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977. **Hamilton, Samuel.** New duties and opportunities of the county superintendency. Pennsylvania school journal, 60: 368–73, February 1912.

Address before the Department of county superintendents of Pennsylvania December 27, 1911.

978. **Hamilton, W. J.** Some waste motion in school administration. Journal of education, 75: 200–202, February 22, 1912.

Discusses the inefficiency in school administration and gives suggestions for betterment, such as definite courses of study, special classes, more authority for the principals, etc.

979. **Hines, Linnaeus Neal.** "The ideal school board from the superintendent's point of view." American school board journal, 43: 11–12, 38, August 1911.

Also in Pittsburgh school bulletin, 5: 6–11, September 1911.

980. **Holmes, William H.** School organization and the individual child. A book for school executives and teachers, being an exposition of plans that have been evolved to adapt school organization to the needs of individual children, normal, supernormal, and subnormal. Worcester, Mass., The Davis press, 1912. Part 1, Normal children. 197 p. Part 2, Subnormal children, including bibliography and index to both parts. 211 p. 8°.

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983. **Perry, Arthur C.,** *jr.* Outlines of school administration. New York, The Macmillan company, 1912. 452 p. 12°.

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984. Should New York have a paid board of education? Educational review, 42: 204–10, September 1911.

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985. **Stevens, Neil E.** Educational advertising. School review, 20: 577–82 November 1912.

Deprecates the spectacular advertising of certain school activities.

986. **Wilson, G. M.** Standardization of janitor service. American school board journal, 44: 17–18, 45, May 1912.

"Address, Department of superintendence, St. Louis, February 29, 1912."

Results of an investigation made, which shows a general absence of standards and a resulting inefficiency and neglect in janitor service.

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987. **Smith, Anna Tolman.** Expansion of the Bureau of education. Educational review, 43: 310–13, March 1912.

988. **Updegraff, Harlan.** The United States Bureau of education. American school board journal, 44: 13–15, 41, May 1912.

989. **Voorhees, O. P.** A plea for a secretary of education. Journal of education, 75: 400–402, April 11, 1912.

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"Any student of education interested in its fiscal aspects will find this volume a veritable mine of information; a book well arranged and well written."—G. D. Strayer: Annals of the American academy, 40: 279, March 1912.

"The first part surveys broadly the origin, management, loss, and effects of permanent school funds. The second part gives an account of the funds in each state. Appendices include tables on the cost of education, salaries, increase of funds, etc."—Book review digest, v. 8, no. 12, p. 442.

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TEACHERS' SALARIES AND PENSIONS

992. **Hess, William Lyndon.** Higher salaries for men teachers—not equal pay. American school board journal, 44: 17–18, January 1912.

Claims that men teachers should be paid higher salaries than women and gives his reasons therefor.

993. Pensions and the learned professions. Dial, 51: 381–83, November 16, 1911.

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994. **Perry, Arthur C.** Women and "equal pay." Educational review, 43: 344–53, April 1912.

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995. **Pritchett, Henry S.** Moral influence of a university pension system. Popular science monthly, 79: 502–13, November 1911.

996. **Prosser, C. A.** Teachers' annuities and retirement allowances. Journal of education, 74: 683–84, December 28, 1911; 75: 6–8, January 4, 1912.

997. **Squier, Lee Welling.** Teachers' retirement funds. *In his* Old age dependency in the United States; a complete survey of the pension movement. New York, The Macmillian company, 1912. p. 139–92.

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999. **Breitenbach, H. P.** The card index for teachers. School review, 20: 271–72, April 1912.

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1000. **Chancellor, William Estabrook.** Criteria for determining the relative efficiency of city school systems. American school board journal, 44: 15, 43, March 1912.

1001. **National education association. Department of superintendence. Committee on uniform records and reports.** Report. Washington, Government printing office, 1912. 46 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 3)

Payson Smith, chairman.

1002. **Nudd, Howard W.** How New York city registers its children. Survey, 27: 1777–80, February 17, 1912.

Description of the permanent school census boards recently created in New York's first-class cities.

1003. **Sands, William J.** Chart for keeping class records. Education, 33: 36–37, September 1912.

1004. **Sanford, Edmund C.** Methods of research in education. Journal of educational psychology, 3: 303-15, June 1912.

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1005. **Taylor, Joseph S.** Measurement of educational efficiency. Educational review, 44: 348-67, November 1912.

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1007. **Updegraff, Harlan** *and* **Hood, William R.** A comparison of urban and rural common-school statistics. Washington, Government printing office, 1912. 31 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 21)

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1009. **Fitzpatrick, Frank A.** The bookman in his relation to the text-book problem. Educational review, 43: 282-91, March 1912.

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1010. **O'Neill, Francis.** Text-books for Catholic schools. Catholic world, 94: 337-44, December 1911.

1011. **Plimpton, George A.** Horn books. Independent, 72: 264-68, August 1, 1912.

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1012. **Stanton, Leslie.** The use and abuse of the text-book. Catholic educational review, 4: 110-18, September 1912.

1013. **Stowe, A. Monroe.** Our textbook problem. Kansas school magazine, 1: 201-204, May 1912.

CENTRALIZATION OF RURAL SCHOOLS

1014. **Bobbitt, John Franklin.** The efficiency of the consolidated rural school. Elementary school teacher, 12: 169-75, December 1911.

Shows the importance of the consolidated rural school as a conserver and promoter of the country-life movement.

1015. **Brogden, Lautrec Cranmer.** Consolidation of schools and public transportation of pupils . . . Raleigh, Issued from office of superintendent of public instruction of North Carolina, 1911. 135 p. illus. 8°. (Educational bulletin XVII)

1016. **Kunkel, O. L.** *and* **Charters, W. W.** Rural school consolidation in Missouri. Columbia, Mo., University of Missouri, 1911. 36 p. illus. 8°. (University of Missouri bulletin. Education series. vol. 1, no. 2)

1017. **Neale, M. G.** The consolidation of rural schools and the transportation of pupils. Missouri school journal, 28: 340-48, August 1911.

Comprehensive treatment of the question, with special reference to the conditions in Missouri.

1018. **Oklahoma. State board of education.** Rural school consolidation; a bulletin of information . . . [n. p., 1911] 29 p. illus. 8°.

1019. **Schmidt, C. C.** The consolidation of rural schools in North Dakota. Grand Forks, N. D., University of North Dakota, 1912. 85 p. illus. 12°. (University of North Dakota. Departmental bulletins. Education, no. 3, October 1912)

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1020. **Washington (State) Department of education.** Consolidation of rural schools and transportation of pupils. Olympia, Wash., E. L. Boardman, public printer, 1911. 120 p. illus. 8°. (*Its* Bulletin, no. 7, August 1, 1911)

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ADMINISTRATION. *b.* Management and Discipline

1021. **Ellerton, Mary.** Conservation in the schoolroom. Primary education, 20: 449–52, October 1912.

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1022. **Sutton, William Seneca,** *and* **Horn, Paul Whitfield.** School-room essentials; an elementary treatise on management and method. Dallas, Tex., C. A. Bryant co. [1911] 363 p. 12°.

REWARDS AND PUNISHMENTS

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"This question of rewards and punishments in education is, as Locke says, 'the great Secret of Education.' If it be solved, we have solved the meaning of the word discipline, and all that discipline means in the lives of men and women, both in their relation to one another and in their relation to God." Every teacher must analyze the meaning of discipline and awaken the sense of right or wrong in each child. The author gives a brief outline of the historical development of this question and discusses in detail the problem of rewards and punishments.

CLASSIFICATION AND GRADING

1024. **Berkey, J. M.** A study of mid-term promotions. Pittsburgh school bulletin, 5: 7–10, April 1912.

A study of the Liberty schools of Pittsburgh, containing figures and facts of grading and promotion.

1025. **Cameron, Norman.** A new method for determining rate of progress in a small school system. Psychological clinic, 5: 251–64, 279–92, January 15, February 15, 1912.

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1026. **Clement, John Addison.** Standardization of the schools of Kansas. Chicago, University of Chicago press [1912] 130 p. diagr. 8°.

A dissertation for the degree of doctor of philosophy. Contains a comparison of the relative standing of pupils in grammar schools, high schools, and colleges, with general conclusions.

1027. **Cloud, Emma.** Hasty promotions. Pennsylvania school journal, 60: 436–37, March 1912.

Discussion by J. Horace Landis, p. 437–40.

1028. **Colvin, Stephen S.** Marks and the marking system as an incentive to study. Education, 32: 560–72, May 1912.

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1029. Grade promotions. Articles by experts on latest special plans as worked out in various cities. Journal of education, 75: 373–80, April 4, 1912.

Contains: 1. C. H. Dempsey: Flexible grading and promotion, p. 373–75. 2. The Cambridge plan, p. 375–76. 3. W. H. Holmes: Promotion classes for gifted pupils, p. 376–79. 4. J. H. Carfrey: Grading and promotions, p. 379–80. 5. The St. Louis plan, p. 380.

1030. **Holmes, W. H.** Plans of classification in the public schools. Pedagogical seminary, 18: 475–522, December 1911.

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1032. **Nalder, F. F.** The gradation and promotion of pupils. Northwest journal of education, 23: 255–57, February 1912.

Discusses some weaknesses of the examination system, the best way to determine a pupil's rank, some popular errors, and progress made periodically.

1033. **Phillips, D. E.** The child versus promotion machinery. Educational review, 43: 336–43, April 1912.

Maintains that "each child should, at all times, be at work in the grade and in the subjects that he can get the most out of without regard to what he knows or does not know about studies behind him, and without regard to how much more or less he knows than other pupils."

1034. **Steele, A. G.** Training teachers to grade. Pedagogical seminary, 18: 523–32, December 1911.

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EXAMINATIONS

1035. **Andrews, A. P.** An open book test. School science and mathematics, 11: 834–37, December 1911.

1036. **Lowell, A. Lawrence.** Examination by subjects instead of by courses. Harvard graduates' magazine, 20: 583–92, June 1912.

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1037. **Smith, William H.** The black beast of every child's school life. Ladies' home journal, 29: 7–8, October 1912.

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1038. **Sweeney, J. D.** Final examinations; how one county is trying to solve the problem. Western journal of education (San Francisco) 18: 5–7, August 1912.

1039. **Wertheimer, Julius.** Examinations in secondary schools. Nature, 88: 587–89, February 29, 1912.

RETARDATION AND ELIMINATION

[*See also* Backward children.]

1040. **Ayres, Leonard P.** The money cost of repetition versus the money saving through acceleration. American school board journal, 44: 13–14, January 1912.

Gives statistics based on the returns from a cooperative investigation conducted in the spring of 1911 by the Division of education of the Russell Sage Foundation and the superintendents of schools of 29 cities.

1041. **Blan, Louis B.** A special study of the incidence of retardation. New York city, Teachers college, Columbia university, 1911. 3 p. l., 111 p. illus. (charts) 8°. (Teachers college, Columbia university. Contributions to education, no. 40)

Bibliography, p. 109–111.

Results of a study made in five school systems to measure the relative frequency of non-promotion in the grades.

1042. **Gayler, G. W.** Age, grade and progress in a small system of schools. American school board journal, 44: 17–18, June 1912.

A study of the problem of retardation in the public schools of Canton, Ill.

1043. ——— Elimination and vocational training. Psychological clinic, 6: 69–73, May 15, 1912.

1044. ——— A study of the enrollment by grades of fourteen school systems of central Illinois. School and home education, 31: 147–49, December 1911.

1045. **Gossett, J. O.** Retardation in the schools of Stockton, California. A study of 300 pedagogical life histories. Psychological clinic, 5: 149–57, October 1911.

1046. **Hill, David Spence.** Retardation, its causes and remedies. Reprinted from Southern medical journal, Nashville, Tenn., July 1912. 16 p. 8°.

1047. **Himelick, R. W.** Supplementary report on the study of retardation in the schools of Indianapolis. Elementary school teacher, 12: 315–30, March 1912.

Special investigation to throw light upon questions that arose through a study of a previous report by Superintendent Mirick, which was published in Elementary school teacher, October 1911.

1048. **Hines, L. N.** A study in retardation. American physical education review, 17: 534–36, October 1912.

"A study to determine the share which physical defects have in causing retardation."—School review, December 1912, p. 707.

1049. **Holmes, Arthur.** Classification of retarded children. Pennsylvania school journal, 60: 388–94, February 1912.

Address delivered before the Child study round table of Pennsylvania, December 27, 1912.

1050. **Holmes, Lizzie M.** Progressive education. Progressive teacher, 18: 35–36, 39, November 1912.

Claims that a large percentage of children leave school simply because they hate it, and advocates schools similar to those introduced by Superintendent Wirt at Gary, Indiana, as a remedy.

1051. An inquiry into the causes of student delinquency. Report of the Survey committee of the Schoolmasters' club of Minneapolis. School review, 20: 593–612, November 1912.

Contains: I. Introductory, by W. W. Hobbs, p. 593–98. II. Report of subcommittee on home conditions, by E. D. Parsons, p. 598–605. III. Report of subcommittee on amusements and employment, by D. H. Holbrook, p. 605–9. IV. Corrective and preventive agencies, by W. H. Shephard, p. 609–12.

The main purpose of the committee was to investigate "the causes of failure of a pupil to pass in three of the four regular subjects at the end of the first semester of the current school year, ending January 26, 1912, and thus of failure to be promoted."

1052. **Lasalle, Mary A.** The special transfer class at the Newton technical high school. Education, 33: 109–12, October 1912.

Treats of retardation.

1053. **Lurton, Freeman E.** A three year retardation record. Elementary school teacher, 12: 336–37, March 1912.

Record of schools in Anoka, Minn.

1054. ——— Retardation in fifty-five western towns. Journal of education, 75: 262–63, March 7, 1912.

Also in Journal of educational psychology, 3: 326–30, June 1912.

An investigation of the grade-age status of 17,279 children in the grades below the high school in 55 villages and smaller cities in Minnesota.

1055. **McAndrew, William.** Procrustes and Mr. Van Denburg. School review, 20: 262–65, April 1912.

1056. **Martindale, W. C.** How Detroit cares for her backward children. Psychological clinic, 6: 125–30, October 15, 1912.

Describes the method of procedure to be followed in Detroit schools before a child can be transferred from a regular room to the special classes.

1057. **Mirick, George A.** Report on the study of retardation in the schools of Indianapolis, 1908–11. Elementary school teacher, 12: 60–70, October 1911.

1058. **Parsons, E. Dudley.** Causes of student delinquency; report of sub-committee on home conditions. School review, 20: 598–605, November 1912.

1059. **Payne, I. D.** Retardation in the schools of Palo Alto, California. A study of pedagogical life histories. Psychological clinic, 5: 139–48, October 1911.

1060. **Phillips, Byron A.** Retardation in the elementary schools of Philadelphia. Psychological clinic, 6: 79–90, 107–21, May 15, June 15, 1912.

1061. **Sandwick, Richard L.** The use of tobacco as a cause of failures and withdrawals in one high school. School review, 20: 623–25, November 1912.

The writer contends that the baneful effects of tobacco are immediately apparent in loss of mental, moral, and physical tone.

1062. **Sumner, Mary Brown.** What the government found when it began to study children. Survey, 27: 1375–77, December 16, 1911.

1063. **Sykes, Marion.** The problem of the pupil who fails. School science and mathematics, 12: 585–92, October 1912.

A brief discussion of some of the causes affecting the pupil who fails, such as ill-health, bad habits, over-crowded classes, poor textbooks, etc., with suggestions for remedying such conditions.

1064. **United States. Bureau of labor.** Conditions under which children leave school to go to work. Washington, Government printing office, 1910. 309 p. 8°. (Report on condition of woman and child wage-earners in the United States, vol. 7)

An investigation of the industrial experience of children, with special reference to school attendance, and of retardation, repeating, and elimination.

1065. **Van Denburg, Joseph King.** Causes of the elimination of students in public secondary schools of New York city. New York city, Teachers college, Columbia university, 1911. 206 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 47)

ATTENDANCE. TRUANCY

1066. **Cook, W. A.** Brief survey of the development of compulsory education in the United States. Elementary school teacher, 12: 331–35, March 1912.

Historical survey of the subject. Concludes that "the mental attainments of the child are being recognized as a proper basis upon which to determine whether attendance has been adequate."

1067. **Dorr,** *Mrs.* **Rheta (Childe).** Keeping the children in school. Hampton-Columbian magazine, 27: 55–66, July 1911.

1068. **Fellows, Ernest Wilder.** A comparative study of city school and rural school attendance. Iowa City, The University, 1912. 28 p. 8°. (State university of Iowa. Department of education. Studies in education, ed. by F. E. Bolton. vol. 1, no. 2, April 13, 1912)

1069. **Fieser, James L.** Attendance officer as an interpreter of social forces. Educational review, 43: 80–85, January 1912.

1070. **Hamilton, Katherine.** Supervising school attendance. A simple device which enables the principal to keep in touch with absentees and prevent nonattendance for insufficient reason. Atlantic educational journal, 8: 47–48, October 1912.

1071. **Hervey, Henry D.** Compulsory education and the child labor laws. Is additional legislation needed? American education, 15: 256–60, February 1912.

1072. **Smith, Dorothy V. Horace.** In a truant school. Living age, 272: 420–24, February 17, 1912.

An account of a visit to an English truant school, from the Cornhill magazine.

SCHOOL AGE

1073. **Ayres, Leonard Porter.** The relation between entering age and subsequent progress among school children. Education, 32: 325–33, February 1912.

Based on statistics gathered in 1908 by the author, and on investigations made in 1911 by the Russell Sage foundation. Concludes that the age of six is the one making the best showing.

1074. **Winch, William Henry.** When should a child begin school? An inquiry into the relation between the age of entry and school progress. Baltimore, Warwick & York, 1911. 98 p. 8°. (Educational psychology monographs)

"Author shows by careful statistical methods what the actual effect of early entrance upon school courses is."

SELF-GOVERNMENT

1075. **Cousinet, Roger.** La méthode du "self-government" dans les écoles françaises. Revue pédagogique, 60: 214–26, March 15, 1912.

1076. **Gansberg, Fritz.** Demokratische pädagogik. Ein weckruf zur selbstbetätigung im unterricht. Leipzig, Quelle & Meyer, 1911. 283 p. 8°.

Advocates the view of Dewey and Kerschensteiner, that the school should be organized as a self-governing community.

1077. **Lester, John.** Honor system. Nation, 94: 435–36, May 2, 1912.

1078. **Long, Leo F.** Self-government in high schools. Western journal of education (Ypsilanti) 5: 59–67, February 1912.

A description of an experiment in pupil self-government.

1079. **O'Shaughnessy, Bondurant.** Honor system in American universities. Harper's weekly, 56: 25, November 30, 1912.

SCHOOL ARCHITECTURE AND EQUIPMENT

1080. **Chapman, Arthur.** Cottage type of public schools. Technical world, 18: 184–87, October 1912.

1081. **Cooper, Frank Irving.** Schoolhouses and the law. American physical education review, 16: 459–73, October 1911.

Includes a digest of state laws regulating schoolhouse construction, p. 463–73.

1082. **Dresslar, Fletcher Bascom.** The future location of city school buildings. American school board journal, 44: 28–29, March 1912.

Advocates erecting school buildings in the open country, a reasonable distance from the city, in order that the city children may have more room for play, etc.

1083. **Ittner, William B.** School architecture. American school board journal, 45: 16–17, 48, August; 22–23, 59, September 1912.

Address delivered before the Department of school administration of the National education association, July 10, 1912. The schools on which the article is based are the Emerson school, Gary, Ind.; high school at Wichita, Kans., and the high school at Lafayette, Ind.

1084. **Kansas. Department of public instruction.** School buildings, school grounds, and their improvement. Kansas, 1911. Issued by E. T. Fairchild, state superintendent. Topeka, State printing office, 1911. 115 p. illus. 8°.

1085. **Macfarland, Charles S.** Story of interior school decoration. American city, 5: 197–200, October 1911.

1086. Modern elementary school building. American city, 7: 243–45, September 1912.

1087. **Pavlista, J. A.** A model schoolhouse. American school board journal, 44: 30–31, 52–53, April 1912.

A description of the Johnson building in Cedar Rapids, Iowa.

1088. **Perry, Clarence Arthur.** Social center ideas in new elementary school architecture. American school board journal, 44: 11–15, 53, April 1912.

A survey of the newer elementary schoolhouses in two score of our leading cities and towns, demonstrating that the motive to provide structures which can be used by adults, as well as children, is becoming increasingly active. See also item 1244.

1089. **Sharpe, William F.** The housing of consolidated schools in rural communities. Educator-journal, 12: 3–17, September 1911. illus., plans.

1090. **Stecher, William A.** An inquiry into the problem of desks for school children. American physical education review, 16: 453–58, October 1911.

1091. **Webb, William H.** School planning at home and abroad; a résumé of English and continental practice. London, The Sanitary publishing co., ltd., 1911. 42 p. front., plans. 12°.

1092. **Willis, B. F.** The Pennsylvania school code and the planning of elementary schoolhouses. American school board journal, 44: 16–17, 48, 50–51, April 1912. illus., plans.

COLLEGE ARCHITECTURE

1093. **Schuyler, Montgomery.** Architecture of American colleges. VII. Brown, Bowdoin, Trinity and Wesleyan. VIII. Southern colleges. IX. Union, Hamilton, Hobart, Cornell and Syracuse. X. Vassar, Smith and Wellesley. Architectural record, 29: 144–66; 30: 57–84, 549–73; 31: 512–37, February, July, December 1911; May 1912.

Conclusion of the series of articles begun in October 1909.

VENTILATION AND LIGHTING

1094. **Evans, William A.** Pupil efficiency. School science and mathematics, 12: 278–85, April 1912.

A paper read before the Central association of science and mathematics teachers, Lewis institute, Chicago, December 1, 1911, in which the author emphasizes the necessity of better ventilation in school rooms.

1095. **Lansingh, Van Rensselaer.** The illumination of school buildings. American school board journal, 44: 19–21, 49–50, June 1912.

"Address before the American school hygiene association, Boston, March 1912."

Gives some illumination requirements and notes some successful experiments in school illumination.

1096. **Shepherd, John Wilkes.** Ventilation in Chicago public school buildings. Educational bi-monthly, 6: 249–55, February 1912.

"The Waters system is assumed in the details here indicated, inasmuch as it is installed in about 80 per cent of our school buildings; modification will be made by the engineer to conform to older systems."

SCHOOL HYGIENE

1097. **American school hygiene association.** Proceedings of the sixth congress. Volume IV. Springfield, American physical education review, 1912. 216 p. 8°. (Thomas A. Storey, secretary-treasurer, New York, N. Y.)

Contains: 1. David Snedden: Problems of health supervision in the schools of Massachusetts, p. 18–26. 2. T. A. Storey: Medical inspection and the practice of the physician and the dentist, p. 31–33. 3. Margaret E. Carley: The school nurse as a link in the chain of preventive medicine, p. 33–40. 4. L. N. Hines: A study in retardation, p. 53–56. 5. W. H. Burnham: Suggestion in elementary education, p. 59–65. 6. Van Rensselaer Lansingh: The illumination of school buildings, p. 96–111. 7. T. D. Wood: Health problems in education, p. 125–30. 8. D. A. Sargent: Defects in the school curriculum in physical training as shown by the disabilities of college students, p. 131–36. 9. D. S. Hill: The cooperation of educational and of medical departments of American universities, p. 136–51. 10. W. H. Potter: The care of the teeth of school children, p. 159–64. 11. G. S. C. Badger: Malnutrition in school children, p. 186–89. 12. L. H. Gulick: Report of the committee on heating and ventilating, p. 195–98. 13. E. B. Hoag: Some new problems in school hygiene, p. 205–8.

1098. **Burgerstein, Leo, *and* Netolitzky, August.** Handbuch der schulhygiene. 3. aufl. Leipzig, J. A. Barth, 1912. 548 p. illus. 8°. (Handbuch der hygiene, hrsg. von Th. Weyl. vi. bd., 1. abtlg.)

1099. **Burnham, William H.** Suggestion in school hygiene. [Worcester, Mass.] 1912. 228–49 p. 8°.

Reprinted from the Pedagogical seminary, June 1912.

1100. Child hygiene and the public schools. American city, 7: 430–33, November 1912.

1101. Conference on diseases among school children and the remedy. A symposium. Boston medical and surgical journal, 166: 621–27, April 25, 1912.

Papers treating of diseases of the mouth, throat, and chest; malnutrition, diseases of the skin; nervous and mental disorders in the schools, etc.

1102. **Drigalski, W. von.** Schulgesundheitspflege, ihre organisation und durchführung. Ein leitfaden für ärzte, lehrer und verwaltungsbeamte. Leipzig, 1912. viii, 284 p. illus. 8°.

The writer of the last article, Dr. A. W. Fairbanks, while exempting the school system from responsibility in the majority of instances, contends that certain educational methods are of influence "in perpetuating, even if not in originating, nervous and psychical abnormalities" in children, and "render relief of such conditions difficult, if not impossible." He makes a number of recommendations.

1103. **Franke, Kurt.** Schulhygiene in Japan. Zeitschrift für schulgesundheitspflege, 25: 729–39, no. 11, 1912.

Comparatively early recognition in Japan of the value of school hygiene as fundamental in popular education. In 1908 there were 6,459 school physicians to 11,868 schools.

1104. **Gulick, Luther H.** What our city schools are doing for the health of our children. American physical education review, 16: 447–52, October 1911.

1105. **Hutchinson, Woods.** Brick walls and the growing child. Good housekeeping magazine, 54: 31–40, January 1912.

1106. ——— The girl versus the high school. Good housekeeping magazine, 55: 533–38, October 1912.

1107. **Lyster, Robert A.** Text-book of hygiene for teachers. London, W. B. Clive, 1912. 496 p. illus. 12°.

1108. **Rice,** *Mrs.* **Isaac L.** Quiet zones for schools. [New York, 1912] 33 p. 16°.

Contains an article reprinted from the Forum, December 1911, with editorial comments thereon from newspapers, etc.

1109. **Ruttmann, W. I.** Einführung in die schulhygiene für pädagogen. Bayreuth, Grausche buchhandlung, 1912. 264 p. 8°.

1110. **Terman, Lewis M.** Professional training for child hygiene. Popular science monthly, 80: 289–97, March 1912.

Advocates a specialist in child hygiene for every 2,000 school children. Outlines the course of study to be pursued by school health officers.

1111. **Wallin, J. E. Wallace.** Experimental oral euthenics: an attempt objectively to measure the relation between community mouth hygiene and the intellectual efficiency and educational progress of elementary school children. [Philadelphia, 1912] 32 p. 8°.

Reprinted from the Dental cosmos, April and May, 1912.

MEDICAL INSPECTION OF SCHOOLS

1112. **Brown, Samuel Horton.** Observations and deductions in the course of ocular examinations of school children. Medical times, 40: 39–41, February 1912.

Advocates a higher degree of efficiency in the work. Such efficiency will be increased when adequate compensation is made for the services of ophthalmologists.

1113. **Cornell, Walter S.** Health and medical inspection of school children. Philadelphia, F. A. Davis co., 1912. 614 p. illus. 8°.

Aims "to present a practical exposition of the work of medical inspection, born of the examination of some 35,000 children, and to give to physicians and teachers a survey of medical practice as it relates to children of school age."

1114. **Cutter, Irving S.** Medical inspection in the public schools. Nebraska teacher, 15: 55–57, August 1912.

1115. **Rapeer, Louis W.** Medical supervision of schools. American education, 15: 352–57, April 1912.

A timely article, dealing with the subject of medical supervision under the following headings: Needed scientific administration of educational hygiene, The administration of medical supervision, Good books for teachers and nurses, Tentative standard classification of school ailments, Symptoms of children's ailments.

1116. ——— Tentative standard plan for the medical supervision of schools. School and home education, 31: 367–72, May 1912.

See also in Journal of education, 75: 583–84, May 23, 1912.

1117. **Shafer, George H.** Health inspection of schools in the United States. Pedagogical seminary, 18: 273–314, September 1911.

1118. **Terman, Lewis M.** The medical inspection of schools. Sierra educational news, 8: 165–70, March 1912.

1119. **Truc, H.,** *and* **Chavernac, P.** Hygiène oculaire et inspection des écoles. Avec une préface de M. le professeur C. M. Gariel. 3. éd., rev. et augm. Paris, A. Maloine, 1911. 244 p. 12°.

"Bibliographie," p. 227–37.

FEEDING OF SCHOOL CHILDREN

1120. **Boughton, Alice C.** Administration of school luncheons. Psychological clinic, 6: 44-51, April 15, 1912.

Describes the work done by the Home and school league in Philadelphia, giving menus, equipment for serving, accommodations, supervision, etc.

1121. **Bryant, Louise Stevens.** The school feeding movement. Psychological clinic, 6: 29-43, April 15, 1912.

Select bibliography: p. 40-43.

Historical survey of the movement in Germany, France, England, and America, giving particular attention to the conditions in America, and the investigations that have been made within the last few years.

1122. **Curran, Margaret Craig.** Warm lunches in country schools. Northwest journal of education, 23: 161-68, December 1911.

Gives equipment needed and recipes for making soups, etc., for children in country schools.

1123. **Osborne, Lucy A.** The school luncheon. Pedagogical seminary, 19: 204-19, June 1912.

1124. **Poelchau, G.** Die unterernährung der schuljugend und ihre bekämpfung durch merkblätter, welche ratschläge über die ernährung enthalten. Zeitschrift für schulgesundheitspflege, 25: 553-61, August 1912.

Describes specific cases of lack of nourishment and urges a distribution to parents of literature on the subject of proper feeding.

1125. **Wile, Ira S.** School lunches and medical inspection. Journal of home economics, 4: 345-52, October 1912.

"Presented at the Lake Placid meeting of the Administration section of the American home economics association, June, 1912."

SPECIAL SUBJECTS

Teeth

1126. **Woodruff, Clinton Rogers.** City and the children's teeth. American city, 6: 479-81, February 1912.

Tuberculosis

1127. **Bulluck, Ernest S.** The prevention of tuberculosis in school children. Normal instructor, 21: 31, 42, October 1912.

Gives suggestions for the prevention of tuberculosis that are within the means of the poorest school district.

1128. **Cabot, Arthur Tracy.** Tuberculosis and the schools. Atlantic monthly, 110: 704-8, November 1912.

Advocates the prevention and control of tuberculosis among school children, as well as the education of all children in the essential facts of hygiene.

1129. **Kirchner, M.** Tuberkulose und schule. Zeitschrift für schulgesundheitspflege, 25: 1-28, August 1912 (Beiheft)

1130. **Nelbach, George J.** Tuberculosis among school children. Nature-study review, 7: 248-54, December 1911.

How cases are discovered; treatment; general preventive measures.

OPEN-AIR SCHOOLS

1131. **Downing, Bertha C.** Mental hygiene and the special child. A chapter in social pathology. Boston medical and surgical journal, 166: 592-95, April 18, 1912.

Advocates open-air hospital schools for neurotic children in our cities to be a part of the public-school system.

1132. **Kingsley, Sherman C.** Open-air schools in Chicago. Journal of education, 74: 458-60, November 2, 1911.

SCHOOL GARDENS

1133. **Babcock, Ernest B.** The school garden city—its possibilities. Sierra educational news, 7: 39–40, December 1911.

A short sketch of the school city conducted on the campus of the University of California.

1134. **Caldwell, Otis W.** The school garden and fundamentals of education. Nature-study review, 8: 248–52, October 1912.

1135. Children's gardens in Cincinnati. American city, 6: 909–13, June 1912.

1136. **Hough, Halvorsen.** Planting the schoolyard. Craftsman, 22: 650–56, September 1912.

PLAY AND PLAYGROUNDS

1137. **Playground and recreation association of America.** Papers presented at the fifth annual meeting, Washington, D. C., May 10–13, 1911. Playground, 5: July–December 1911. (H. S. Braucher, secretary, 1 Madison avenue, New York, N. Y.)

Contains: 1. Joseph Lee: Play as an antidote to civilization, p. 110–26. 2. Mrs. J. J. Storrow: Folk dancing, p. 161–68. 3. L. H. Bailey: The playground in rural communities, p. 181–85. 4. William Kent: Rural recreation, p. 188–89. 5. E. J. Ward: Evening recreation center work by a university, p. 206–10. 6. Report of the Committee on boy scouts, p. 210–15. 7. G. T. Kirby: The recreation movement; its possibilities and limitations, p. 217–24. 8. Mrs. C. H. Israels: Social dancing, p. 231–36. 9. E. W. Stitt: Dancing in the social centers of New York city, p. 236–39. 10. L. F. Hanmer: Athletics for the playground, p. 274–77. 11. J. E. West: Play leaders and boy scout activities, p. 278–82. 12. P. G. Orwig: Boy scout activities on the playground, p. 282–86.

1138. ——— Yearbook. Playground, 5: 325–50, January 1912.

Tabulated statement of "What cities 'played' last year and how."

1139. **Alexander, *Mrs.* Caroline Bayard (Stevens).** Effective playground work at small cost. American city, 6: 848–49, June 1912.

1140. **Becht, J. George.** Report on playgrounds. Pennsylvania school journal, 61: 218–21, November 1912.

Treats of equipment, supervision, minimum space per pupil, etc.

1141. **Bowen, William P.** The moral value of play. Western journal of education, 5: 309–15, September 1912.

President's address to the Department of physical education of the National education association, Chicago, July 12, 1912.

Discusses the moral effect of habits of play upon the individual and the nation, urging the reform of our play habits as a necessity for moral advancement. The first and greatest step in this direction is in the early teaching of the child regarding the best forms of play-activities.

1142. **Corcoran, John Allen.** Illumination of playgrounds. American city, 7: 148–50, August 1912.

1143. **Curtis, Henry S.** Need of a comprehensive playground plan. American city, 5: 338–40, December 1911.

1144. ——— Neighborhood center; the proper relationship of the public school to playgrounds and small parks. American city, 7: 133–37, August 1912.

1145. ——— The reorganized school playground. Washington, Government printing office, 1912. 23 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 16)

1146. **Haynes, Rowland.** Recreation survey, Milwaukee, Wisconsin. Made for the Board of school directors and the Child welfare commission, October and November, 1911. Playground, 6: 38–66, May 1912.

"Shortened form of the report prepared at request of Milwaukee Bureau of economy and efficiency, printed as one of their bulletins. Combines and condenses two original reports."

1147. **Hetherington, Clark W.** Playground directors—sources from which they may be secured. Playground, 5: 255–30, October 1911.

1148. **Hoben, Allen.** The ethical value of organized play. Biblical world, 39: 175-87, March 1912.

Advocates the saving power of organized play, and expresses regret that the play movement has not centered about the public schools.

1149. **Kirby, Gustavus T.** The recreation movement; its possibilities and limitations. Playground, 5: 217-24, October 1911. illus.

"Address delivered at Fifth annual meeting of the Playground and recreation association of America, May 11, 1911."

1150. **Miller, William T.** Plan for organized play in a city school. Education, 32: 409-13, March 1912.

1151. **Parsons, H. Grace.** The educational value of play. Colorado school journal, 27: 5-9, 7-11, March, April 1912.

"Paper read before the Colorado state teachers' association."

"A few good books on play:" p. 11.

1152. **Ward, Daniel.** Developing the playgrounds of a small city. American school board journal, 45: 8-9, September 1912.

Describes the equipment, etc., of the public school playgrounds in Rocky Ford, Colorado.

1153. **Weir, Lebert H.** Playgrounds and health. Kindergarten-primary magazine, 24: 236-39, May 1912.

Gives suggestions for strengthening physical training work in public schools.

1154. ——— Public schools and the playground movement. American city, 6: 740-44, May 1912.

PHYSICAL TRAINING

1155. **Burgess, Theodore Chalon.** Athletic relations of Illinois colleges. School review, 19: 513-22, October 1911.

1156. **Crampton, C. Ward.** A new system of physical training. American physical education review, 16: 431-38, October 1911.

Outlines a day's order of exercises, based on the principle of "selection and segregation of exercises according to their function."

1157. The effects of athletics on young men. A symposium. Medical times, 40: 32-38, 61-69, February, March 1912.

The question under discussion is: "Do present-day athletic sports have a deleterious effect upon the participants in after life?" The consensus of opinion seems "to be that college athletic activity is a prime necessity that should be governed as carefully as are collegiate intellectual pursuits."

Articles by Dr. W. G. Anderson, Dr. D. A. Sargent, Dr. J. A. Gwathmey, Dr. J. W. Bowler, Dr. G. L. Meylan, Dr. R. G. Clapp, Dr. James Naismith, etc.

1158. **Hénin, B. L.** Jean Jacques Rousseau and physical education. Education, 32: 461-73, April 1912.

Discusses Rousseau's attitude towards physical education in "Émile," and the relation of physical instruction to intellectual and moral education. Also separately reprinted.

1159. **McCormick, Samuel Black.** College athletics from the viewpoint of the president of a university. American physical education review, 17: 138-45, March 1912.

"Paper presented at the Sixth annual convention, National collegiate athletic association, New York, December 28, 1911."

1160. **McKillop, J. R.** Athletics in the Philippine Islands. School journal, 79: 2-4, November 1911.

1161. **Peterson, E. A.** The administration of physical education in social settlements. American physical education review, 16: 525-35, November 1911.

1162. **Pierce, Palmer E.** The National collegiate athletic association. American physical education review, 17: 146-54, March 1912.

1163. **Porter, David R.** Football: an impossible intercollegiate sport. Educational review, 42: 162-69, September 1911.

1164. **Roosevelt, Theodore.** Oxford and Kansas. Outlook, 98: 714-16, July 29, 1911.

1165. **Skarstrom, William.** Gymnastic teaching. American physical education review, 17: 188–95, 284–90, 361–67, 469–78, 555–59, 637–43, 705–12, March, April, May, June, October, November, December 1912.

Public Schools

1166. **Allen, Harry R.** Gymnasiums in public schools. American city, 7: 335–38, October 1912.

1167. **Gulick, Luther H.** Athletics for school children. Lippincott's monthly magazine, 88: 201–10, August 1911.

1168. **Sargent, D. A.** Coeducational gymnastics in elementary and high school. Educational bi-monthly, 6: 218–24, February 1912.

1169. **Templeton, J. C.** High school athletics. Sierra educational news, 7: 17–22, December 1911.

A discussion of the administration of high school athletics in California.

SCHOOL FESTIVALS, SPECIAL DAYS, ETC.

1170. **Andrews,** *Mrs.* **Fannie Fern (Phillips)** Peace day. Washington, Government printing office, 1912. 46 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 8)

Bibliography: p. 41–46.

1171. **Bates, Esther Willard.** Pageants and pageantry, with an introduction by William Orr. Boston, New York [etc.] Ginn and company [1912] 294 p. 12°.

1172. **Brown, Horace G.** Observance of historic days at school. Education, 32: 147–52, November 1911.

Suggestions and principles which should be followed in school exercises.

1173. **Bruce, Lillian Hortensia.** Dancing and the school festival: their relation, and how they may be planned. American physical education review, 17: 273–83, April 1912.

1174. **Chubb, Percival E.** Festivals and plays in schools and elsewhere, by Percival E. Chubb and others. New York, Harper & brothers, 1912. 403 p. illus. 8°.

1175. **Craig, Anne Thorpe.** A department of folk drama in the schools and playgrounds. Educational foundations, 23: 463–72, April 1912.

A scheme of work for a department of folk drama, the object of such a department being primarily to encourage and develop powers of expression in the pupils.

1176. **Dykema, Peter W.** The festival of reawakened life. Some possibilities of the spring festival. Atlantic educational journal, 7: 295–98, April 1912.

Bibliography: p. 298.

1177. **Stevens, Thomas Wood.** The pageant as a school exercise. School arts book, 11: 1003–11, June 1912.

STUDENT LIFE AND CUSTOMS

1178. Are college students as wicked as they are represented? Current literature, 51: 540–42, November 1911.

Review of charges made by R. T. Crane, of Chicago, in the Valve world, 7: 668–69, 704–5, August, November 1911.

1179. **Castle, William R.,** *jr.* The freshman. Outlook, 99: 415–19, October 21, 1911.

1180. **Cooper, Clayton Sedgwick.** American undergraduate. Century magazine, 83: 377–87, 514–23, 720–30, 881–92; 84: 66–76, January–May 1912.

Discusses various phases of undergraduate life, such as student government, college journalism, choosing a college, etc.

1181. **Davis, William Stearns.** The western student as seen by his instructors. Century magazine, 83: 118–22, November 1911.

1182. **Egbert, Seneca.** Moral problems of college life. New York medical times, 9:5481–83, March 9, 1912.
A frank discussion of the sex problem, the question of alcoholic indulgence, etc.

1183. **Ellner, Joseph.** Working one's way through college. American review of reviews, 46: 344–49, September 1912.

1184. **Fordyce, Charles.** College ethics. Education, 33: 71–78, October 1911.
Writer thinks that the ultimate solution of the problem lies with the faculty itself. Discusses the subject of college ethics from different viewpoints.

1185. **Graf, Alfred.** Schülerjahre, erlebnisse und urteile namhafter zeitgenossen. Berlin-Schöneberg, Fortschritt (Buchverlag der "Hilfe") 1912. 360 p. 8°.

1186. **Harker, Joseph R.** The social life of the college and how to direct it. Christian student, 13: 31–36, February 1912.

1187. **Hart, Joseph Kinmont.** Helping the freshman to find himself. Nation, 94: 182–83, February 22, 1912.

1188. **Martin, E. S.** A father to his freshman son. Atlantic monthly, 110: 441–46, October 1912.
"A sensible man of the world presents his valuation of the various opportunities of the modern college and its life."—School review, November 1912, p. 647.

1189. **Noel, John Vavasour.** Third International congress of American students. Bulletin of the Pan American union, 35: 477–97, September 1912.

1190. **Thomas, Thaddeus P.** Rights of college students. Independent, 71: 695–98, September 28, 1911.

1191. **Thwing, Charles Franklin.** Letters from a father to his son entering college. New York, The Platt & Peck co. [1912] 95 p. 12°.

1192. **Van Dyke, Paul.** College life. Scribner's magazine, 52: 619–23, November 1912.
" 'A word to fathers who have not been to college but whose sons want to go.' Minimizes the evils of college life and magnifies the virtues."—School review, December 1912, p. 706.

1193. **Wilson, Calvin Dill.** Working one's way through college and university. A guide to paths and opportunities to earn an education at American colleges and universities. Chicago, A. C. McClurg & co., 1912. 381 p. 12°.

1194. **Wright, Henry Parks.** From school through college. New Haven, Yale university press; London, H. Frowde, Oxford university press, 1911. 165 p. front. (port.) 12°.

COLLEGE FRATERNITIES

1195. **Evans, Henry R.** Student societies and fraternities in the colleges and universities of the United States. New age, 16: 553–57, June 1912.
First article of series. Subject treated from the historical standpoint.

1196. **Rickert, Martha Edith.** Exclusiveness among college women. Century magazine, 85: 227–35, December 1912.

1197. ——— The fraternity idea among college women. What does it stand for? Century magazine, 85: 97–106, November 1912.
A comprehensive and impartial investigation of the subject. Illustrated.

1198. Scholarship of advanced standing students and of the fraternities. University of Chicago magazine, 4: 172–76, April 1912.

HIGH SCHOOL FRATERNITIES

1199. **Hill, Roscoe Conkling.** Secret societies in high schools. Educational review, 43: 168–92, February 1912.
An elaborate presentation of the subject with bibliography. Author claims that "the abolition of high school secret societies is assured if school authorities really desire that abolition."

EDUCATION—SPECIAL FORMS, RELATIONS, AND APPLICATIONS

I. FORMS

SELF-EDUCATION

[*See* Education extension.]

PRIVATE SCHOOL EDUCATION

1200. Country schools for city children. Chautauquan, 67: 240–46, August 1912.

1201. **Jackson, Nelson A.** Mission of the private school. Education, 32: 214–19, December 1911.

1202. **Myers, William Starr.** Country schools for city boys. Washington, Government printing office, 1912. 22 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 9)

II. SOCIOLOGICAL ASPECTS OF EDUCATION

EDUCATION AND SOCIETY. CITIZENSHIP

1203. **Abbott, Lyman.** Democracy in education. Outlook, 101: 826–32, August 10, 1912.

1204. **Allen, J. H.** Socialism and the undergraduate. Living age, 270:585–92, September 2, 1911.

1205. **Baggott, L. J.** Education and our future national character. Westminster review, 178: 185–87, August 1912.
Argues that "systems" of education are futile.

1206. **Betts, George Herbert.** Social principles of education. New York, C. Scribner's sons, 1912. xvii, 318 p. 12°.

1207. **Bureau of municipal research, New York.** Outside cooperation with the public schools of greater New York. [New York, Bureau of municipal research, 261 Broadway, 1912] 112 p. illus. 8°.
A report based upon returns from 163 outside agencies, the City superintendent's reports for 1902–11, the Board of education's and Board of superintendents' minutes for 1905–11, and newspaper files for 1906–11. Submitted April 1, 1912, to the Board of estimate's Committee on school inquiry.

1208. **Chapin, Francis Stuart.** Education and the mores; a sociological essay. New York, Columbia university, Longmans, Green & co., agents, 1911. 106 p. 8°. (Studies in history, economics, and public law, ed. by the Faculty of political science of Columbia university, vol. XLIII, no. 2)

1209. **Coler, Bird S.** Socialism in the schools. Brooklyn, The Eastern press, 1911. 22 p. 8°.

1210. **Denison, Elsa.** Civic cooperation with the public schools. American city, 5: 124–30, September 1911.

1211. **Deyoe, Albert M.** The school as an efficient factor in the educational, social, and recreational activities of the community. Midland schools, 27: 46–48, October 1912.

1212. **Ellwood, Charles A.** Sociological basis of the science of education. Education, 32: 133–40, November 1911.

1213. **Flexner, Abraham.** Aristocratic and democratic education. Atlantic monthly, 108: 386–95, September 1911.

1214. **Gause, Frank A.** Training for service. Educator-journal, 12: 59–65, October 1911.

1215. **Howerth, Ira Woods.** The art of education. New York, The Macmillan company, 1912. xvi, 237 p. 12°.
"Meant to substitute a scientific for a sentimental conception of the social meaning and value of education."—*Pref.*

1216. **King, Irving.** Social aspects of education; a book of sources and original discussions, with annotated bibliographies. New York, The Macmillan company, 1912. xv, 425 p. 12°.

A collection of reprinted papers by various authorities, with appropriate introductions and summaries, systematically grouped under topics so as to afford a broad view of the relations of the school to society at large, and of the internal relations of the school as a social group.

1217. **Lavabre, Lucien.** Déchéance sociale et éducation. Paris, Vigot frères, 1911. 78 p. 4°.

1218. **Lay, W. A.** Die tatschule; eine natur- und kulturgemässe schulreform. Osterwieck/Harz und Leipzig, A. W. Zickfeldt, 1911. 227 p. 8°.

Elaboration of the author's conception of a school which fills its place in organic life, and educates the pupil for activity in society by a course of training along social lines.

1219. **MacVeagh, Franklin.** Education and the voter. University of Chicago magazine, 4: 300–8, July 1912.

1220. **Messer, August Wilhelm.** Das problem der staatsbürgerlichen erziehung. Leipzig, O. Nemnich, 1912. 238 p. illus. 8°. (Die pädagogik der gegenwart . . . VI. bd.)

1221. **Morgan, Alexander.** Education and social progress. Educational review, 44: 368–84, November 1912.

"If the schools," says the writer, "are to play a more effective part in social progress the education given in them must afford a fuller preparation for the environment of the world." Advocates vocational studies. The author, who is president of the Educational Institute of Scotland at Edinburgh, analyses the pathological conditions of society, which are chiefly three: "destitution, vice and crime, and parasitism or the exploitation of the weak by the strong."

1222. **Neystrom, Paul H.** Education and money, leadership, and morality. World's work, 23: 197–202, December 1911.

1223. **Pécaut, Felix.** L'éducation publique et la vie nationale. 4. ed. Paris, Hachette et cie., 1911. 376 p. 12°.

1224. **Pritchett, Henry Smith.** Education and the nation. Atlantic monthly, 109: 543–53, April 1912.

1225. **Radosavljevich, Paul R.** Social pedagogy. Pedagogical seminary, 19: 78–93, March 1912.

Bibliography: p. 90–93.

Gives four methods of scientific basis for the dogma of social pedagogy, and illustrates the practical side of social pedagogy by giving the ideas of Dewey, Riordan, and Kerschensteiner.

1226. **Schneider, Herman.** Education and industrial peace. Annals of the American academy of political and social science, 44: 119–29, November 1912.

1227. **Smith, Payson.** The public school in its relation to civic and social reforms. Journal of education, 74: 453–55, November 2, 1911.

1228. **Soulier, Hippolyte.** L'éducation nationale. Anduze, A. Castagnier, 1911. 9 p. 8°.

1229. **Ward, David A.** The relation of the school to society. West Virginia school journal, 41: 57–61, May 1912.

The author defines the three debts which, in his opinion, the school owes to society as efficiency, the maintenance of proper standards, and productive time, and in return society owes the school its support, moral and financial.

1230. **White, William A.** Democratic view of education. Craftsman, 21: 119–30, November 1911.

1231. **Wild, Laura H.** Training for social efficiency. Education, 32: 226–33, 343–53, 494–504, 624–35; 33: 91–99, 159–65, December 1911, February, April, June, October, November 1912.

To be continued.

CONTENTS.—1. My child and I.—2. The relation of efficiency to life.—3. The relation of income to efficiency.—4. The relation of efficiency to industry.—5. The relation of art, industry and education.

EDUCATION AND LIFE

1232. **Forbush, William Byron.** The coming generation. New York and London, D. Appleton and company, 1912. xix, 402 p. 12°.

"The first endeavor to furnish in a single volume a short, readable account of all the forces that are working for the betterment of American young people."

CONTENTS.—I. Betterment through the home.—II. A better start.—III. Betterment through education.—IV. Betterment through prevention.—V. Betterment through religious and social nurture and service.

Book III (Betterment through education) includes chapters on The new education; Vocational training and guidance; Some high-school problems; Moral training in schools; The social school; Defective children; Play and playgrounds; Clubs for street boys; Camps and outings; College and the child; The beautiful ordering of life; A child educating himself.

1233. **Henderson, Charles Hanford.** Pay-day. Boston and New York, Houghton Mifflin co., 1911. 339 p. 12°.

Advocates a social regeneration through the elimination of profit, and a renovation of education by making it an ideal enterprise standing for human integrity and quality.

1234. **Judd, Charles H.** The organization of the energies of high school students. Kansas school magazine, 1: 139–44, April 1912.

Advocates a "closer relationship between the life of the school and the life of the community such that the whole energy of the student may be concentrated upon helpful collateral forms of activity."

1235. **Peabody, Francis Greenwood.** Sunday evenings in the college chapel. Boston and New York, Houghton Mifflin company, 1911. 300 p. 12°.

Sermons that deal primarily with the problems of young men in the course of their education.

SCHOOLS AS SOCIAL CENTERS

1236. **Berry, Graham.** "The open schoolhouse." Bookman, 34: 517–24, January 1912. illus.

An account of the public lecture system in New York city schools.

1237. **Bobbitt, John F.** A city school as a community art and musical center. Elementary school teacher, 12: 119–26, November 1911.

1238. **Curran, Margaret C.** The rural school as a community center. Northwest journal of education, 23: 258–60, February 1912.

1239. **Forbes, George M.** Buttressing the foundations of democracy. Survey, 27: 1231–35, November 18, 1911.

1240. **Hanmer, Lee F.** The wider use of the school plant. American education, 15: 304–8, March 1912.

Describes briefly the kind of school plant that "shall make possible an all-round development of the boys and girls, and in so far as possible serve the social, educational, and recreational needs of the whole community."

1241. **Holman, Charles W.** The social center movement. Texas school journal, 29: 18–33, April 1912.

Gives a brief sketch of the development of the social center movement and tells how to organize a country social center.

1242. **Martindale, W. C.** The school as a social center and its relation to evening recreation centers and other activities. Playground, 6: 193–202, September 1912.

"Address delivered at the sixth annual meeting of the Playground and recreation association of America, June 7, 1912." Describes the wider use of the school plant in Detroit, Michigan.

1243. **Mayer, Mary J.** Our public schools as social centers. American review of reviews, 44: 201–8, August 1911.

Also in Inter-mountain educator, 7: 23–26, September 1911.

1244. **Perry, Clarence Arthur.** Social center features in new elementary school architecture and the plans of sixteen socialized schools. New York city, Division of recreation, Russell Sage foundation [1912] 56 p. illus. 8°. (Pamphlet no. 120)

1245. **Perry, Clarence Arthur.** A survey fo the social-center movement. Elementary school teacher, 13: 124–33, November 1912.

Discusses all phases of the movement: recreational, social, civic, etc. Shows what has been accomplished in various cities of the country.

1246. **Pieplow, William L.** Broader use of school buildings. American school board journal, 44: 15–16, 37, January 1912.

Address to School board section of Wisconsin teachers' association.

1247. **Rinaker, Ira P.** A socialized high school. School and home education, 32: 93–95, November 1912.

A description of conditions in Canton, Illinois.

1248. **Ward, Edward J.** Public schoolhouse as a common center for political deliberation and expression. American city, 7: 325–28, October 1912.

1249. **Wilson, Woodrow.** Need of citizenship organization. American city, 5: 265–68, November 1911.

HOME AND SCHOOL

1250. **Alderman, L. R.** School credit for home work. Nebraska teacher, 15: 104–7, September 1912.

Gives "A plan for industrial work that is creating a decided interest all over this country. It is a novel idea, but it is a good idea."

1251. **Allen, William H.** How women may help their schools, public, private, or parochial. *In his* Woman's part in government whether she votes or not. New York, Dodd, Mead and co., 1911. p. 241–76.

1252. **Craig, Anne Throop.** Parents, teachers, and the new tendencies in education. Atlantic educational journal, 8: 66–69, October 1912.

1253. **Daggett, Mabel Potter.** Women. The city as a mother. World's work, 25: 111–17, November 1912.

Second article of a series. Discusses the pensioning of school children and mothers; turning of schoolhouses into dance halls, etc.

1254. **Lutes, Della Thompson.** Child, home and school. Cooperstown, N. Y., The Arthur H. Crist co. [1911] 307 p. 12°.

1255. **Owen, William Bishop.** Co-operation between home and school. Educational bi-monthly, 6: 95–102, December 1911.

Address delivered before the Department of school patrons of the National education association, 1911.

Also in Western journal of education (Ypsilanti) 5: 13–20, January 1912.

"The nature of co-operation between home and school should be . . . one of concerted and harmonious action in determining the larger social life of the child, with a definite and clearly recognized division of labor in the matter of specific tasks and activities."

1256. **Perry, Clarence Arthur.** Recreation the basis of association between parents and teachers. Playground, 5: 262–74, November 1911.

1257. **Stevens, Neil E.** Educational advertising. School review, 20: 577–82, November 1912.

"Argues that the way to interest parents in schools is not by the production of irrelevant programs and displays."—School review, December 1912, p. 709.

1258. **Wiener, William.** Home-study reform. School review, 20: 526–31, October 1912.

"By the plan given, home study is minimized, and in the case of the brightest pupils even eliminated."

1259. **Winship, Albert Edward.** School's growing service to the home. Good housekeeping magazine, 55: 513–20, October 1912.

CHILD WELFARE; CHILD LABOR AND EDUCATION

1260. **Chicago child welfare exhibit.** The child in the city. A series of papers presented at the conferences held during the Chicago child welfare exhibit, May 11–25, 1911. Chicago, Department of social investigation, Chicago school of civics and philanthropy, 1912. 502 p. 8°.

CONTENTS.—Introductory.—Part 1, Personal service.—Part 2, Physical care.—Part 3, The school and the child.—Part 4, Special groups of children.—Part 5, The working child.—Part 6, The law and the child.—Part 7, Libraries and museums.—Part 8, Social and civic problems of childhood.—Part 9, The uncompleted task.

1261. **National child labor committee.** [Proceedings of the eighth annual conference held at Louisville, Ky., January 25–28, 1912] New York, National child labor committee, 1912. 223 p. 8°. (Child labor bulletin, vol. 1, no. 1) (Owen R. Lovejoy, secretary, 105 East 22d street, New York, N. Y.)

Contains: 1. Felix Adler: National aid to education, p. 1–5. 2. P. P. Claxton: A substitute for child labor, p. 6–15. 3. E. O. Holland: Child labor and vocational work in the public schools, p. 16–23. 4. Helen T. Woolley: Child labor and vocational guidance, p. 24–37. 5. C. G. Pearse: Child labor and the future development of the school, p. 38–45. 6. Alice P. Barrows: The dangers and possibilities of vocational guidance, p. 46–54. 7. W. H. Elson: Relation of industrial training to child labor, p. 55–65. 8. M. Edith Campbell: Economic value of education, p. 66–72. 9. W. H. Hand: Need of compulsory education in the South, p. 73–84. 10. A. J. Peters: A federal children's bureau, p. 85–96. 11. S. M. Lindsay: Federal aid to education a necessary step in the solution of the child-labor problem, p. 97–105. 12. Florence Kelley: Part-time schools, p. 106–12. 13. G. F. Ross: Extending medical inspection from schools to mills, p. 128–34. 14. R. K. Conant: The educational test for working children, p. 145–48. 15. J. M. Gillette: Rural child labor, p. 154–60. 16. Florence Kelley: Unreasonable industrial burdens on women and children—effect on education, p. 161–82. 17. Ernest Burnham: Rejuvenation of the rural school, p. 183–86.

1262. **Alexander, John L.,** *ed.* Boy training; an interpretation of the principles that underlie symmetrical boy development. Introduction by Ernest Thompson Seton. New York, Association press, 1911. xvi, 200 p. 16°.

"Contains articles by various scout workers and boy leaders which interpret the principles that underlie boy development and the nature of the influences that should be brought to bear upon their training."—Book review digest, v. 8, no. 12, December 1912.

1263. **Brown, Elmer Ellsworth.** The relation of the school to child-welfare. Child-welfare magazine, 6: 51–55, October 1911.

1264. **Cope, J. Q.** Conservation of life and health. Missouri school journal, 29: 102–108, March 1912.

The state's duty to the child in respect to its physical development.

1265. **Daggett, Mabel Potter.** Pensioning school children and mothers. World's work, 25: 111–13, November 1912.

1266. **Denison, Elsa.** Helping school children. Suggestions for efficient cooperation with the public schools. New York and London, Harper & brothers, 1912. xxi, 352 p. illus. 8°.

"The Bureau of municipal research considers this study an important contribution not only to handbook material, but to the inspiration heretofore available for citizen interest in every phase of public business."—W. H. Allen in Foreword.

CONTENTS.—1. Is everybody interested in schools? 2. The trusteeship of talent and training. 3. Private giving via public schools. 4. Short cuts to publicity about school needs. 5. Community problems seen through schools. 6. Organizations solely for helping schools. 7. Special opportunities for women. 8. How women organize to help schools. 9. Physicians and the health of school children. 10. The dentist's message. 11. Where church and school meet. 12. The business man's contribution. 13. How superintendents use cooperation assets. 14. Not-yet-grasped opportunities (*i. e.* U. S. Bureau of education)

1267. **Dix, Kurt Walther.** Körperliche und geistige entwicklung eines kindes. Leipzig, E. Wunderlich, 1912. v. 1–2. illus. 8°.

1268. **Greenawalt, Lambert S.** The boy and the school. Educational foundations, 24: 154–67, November 1912.

Discusses the boy of yesterday and the boy of today.

1269. **Gruenberg, Benjamin C.** Some aspects of the child-welfare problem in the New York high schools. School review, 19: 684–688, December 1911.

Summarizes some high school needs, such as vocational guidance of pupils; cooperation with parents; simpler courses of study, etc.

1270. **Harris, James H.** Wage earning among grade boys. American school board journal, 45: 13, November 1912.

Results of an investigation made in Dubuque, Iowa, to find the number of boys engaged in money-earning occupations, the character or nature of the occupations engaged in, and the amount of earnings per week.

1271. **Henderson, Charles R.** To help the helpless child. World's work, 24: 627–30, October 1912.

Treats of various phases of the child-welfare question; reformatory and industrial schools, etc.

1272. **Hurty, J. N.** The child in the making. Western journal of education (San Francisco) 18: 5–7, May 1912.

"The alienable right of the child is to be born free from defects and disease . . . Second, acquired defects must be removed . . . Third, sickness and disease must be prevented . . . Fourth, the child shall be given a generous education."

1273. **Hutchinson, Woods.** We and our children. Garden city, N. Y., Doubleday, Page & co., 1911. x, 371 p. 12°.

1274. Is our present vacation system a menace to the health and progress of our school children? A word for vacation schools. Craftsman, 20: 537–44, September 1911.

1275. **Lovejoy, Owen R.** Child labor and education. Survey, 27: 1780–84, February 17, 1912.

Review of the 8th annual conference of the National child labor committee, Louisville, Ky. The discussions brought out the fact that there can be "no fundamental solution of the child labor problem without substantial reformation of school methods."

1276. **Puffer, J. Adams.** The boy and his gang. Boston, New York [etc.] Houghton Mifflin company [1912] xii, 188 p. illus. 12°.

"The author points out three primary social groups—the family, the neighborhood, and the play group, and identifies the gang with the last named group. He describes typical gangs, their organization and activities, and finds that in his gang activities the boy is reproducing the life of long departed clans and tribes. Chapters of interest to teachers and others who have to do with the training of boys are: The psychology of the gang; The control of primitive impulses; The special virtues of the gang; The gang in constructive social work; The gang and the school."—Book review digest, v. 8, no. 12, p. 370.

1277. **Rall, E. E.** What Texas is doing for the physical welfare of her school children. Texas school journal, 29: 12–17, March 1912.

An address delivered before the Texas state teachers' association, December 30, 1910.

1278. **Schmidt-Gründler, Ferdinand.** Eine gesunde jugend: ein wehrkräftiges volk; ein vorschlag zur reform der körperlichen erziehung unsrer jugend. Leipzig u. Berlin, B. G. Teubner, 1912. iv, 83, [1] p. 8°.

1279. **Stewart, A. H.** American bad boys in the making. New York, Hermann Lechner [1912] 241 p. illus. 8°.

1280. **Talbert, Ernest L.** Opportunities in school and industry for children of the stockyards district. An investigation carried on under the direction of the board of the University of Chicago settlement. Chicago [University of Chicago press] 1912. 64 p. 8°. (A study of Chicago's stockyards community. I)

1281. **Voss, Emilia V. Kanthack de.** Child welfare in Germany. Child, 2: 99–103, November 1911.

III. MORAL AND RELIGIOUS EDUCATION

GENERAL

1282. **Kile, J. H.** Desired qualities and qualifications of a teacher for the moral and religious welfare of children. Virginia journal of education, 5: 312-20, April 1912.

MORAL EDUCATION

1283. **International moral education congress.** 2d, The Hague, August 22-27, 1912. Mémoires sur l'éducation morale, présentés au Congrès. Première partie. La Haye, M. Nijhoff, 1912. 293 p. 4°. (Mlle. Attie G. Dyserinck, general secretary)

Contains: 1st Division. A. Moral education considered from the point of view of denominationalists, of religious people not attached to any denomination, and of those who consider morality as independent on religion. B. Moral education considered from social and national point of view; formation of the will.

1284. ——— Papers contributed by American writers and review of recent American literature on moral education. Pub. by the American committee of the International congress [1912] 195 p. 8°. (H. A. Overstreet, corresponding secretary, College of the city of New York)

Contains: 1. F. C. Sharp: Development of moral thoughtfulness in the school, p. 1-15. 2. Felix Adler: Sketch of a course of ethical development extending through life, p. 16-29. 3. F. A. Manny: Moral education of children, p. 41-46. 4. Percival Chubb: Duty of the school to educate for the right use of leisure, p. 46-53. 5. G. A. Coe: Moral instruction and training in the Sunday schools of the United States of America, p. 64-68. 6. W. R. George: Self-government as a means of moral education, p. 69-79. 7. Milton Fairchild: Visual instruction in morals, p. 112-14. 8. L. H. Gulick: The camp fire girls and moral education, p. 139-46. 9. Ella L. Cabot: Social service activities in connection with the schools, p. 150-62. 10. Anna G. Spencer: Moral protection as related to moral education, p. 162-80.

1285. **Brownlee, Jane.** Character building in school. Boston, New York [etc.] Houghton Mifflin company [1912] 268 p. 12°.

1286. **Bryant,** *Mrs.* **Sophie (Willock)** Many-sidedness of moral education. International journal of ethics, 22: 383-99, July 1912.

1287. **Cabot,** *Mrs.* **Ella (Lyman)** Some live methods of ethical teaching. Religious education, 6: 542-51, February 1912.

"It has seemed best in this article not to describe methods of ethical teaching that, while excellent, are well known, such as that of the New York school of ethical culture."

Discusses the meaning of ethical teaching, such as English literature, story-telling, Book of golden deeds, biography, drama, pictures, class discussions, etc.

1288. **Compayré, Gabriel.** L'enseignement de la morale. Revue pédagogique, 60: 201-13, March 15, 1912.

1289. **Debize, E.** L'éducation de la charité. Paris, J. de Gigord, 1911. 126 p. 12°.

1290. **Eliot, Charles William.** Democracy and manners: teaching of manners in the public schools. Century magazine, 83: 173-78, December 1911.

1291. **Fairchild, Milton.** Moral education in public schools. American education, 16: 21-22, September 1912.

1292. **Johnson, Franklin Winslow.** Moral education through school activities. Religious education, 6: 493-502, February 1912.

1293. **Johnson, Harrold.** Problems of an effective moral education in schools; experiments in France. International journal of ethics, 22: 146-58, January 1912.

1294. **Legendre, Maurice.** Le problème de l'éducation. Paris, Bloud & cie., 1911. 262 p. 12°. (Études de morale et de sociologie)

Asserts that more attention should be paid to a child's moral training by controlling his contact and relations with other children, in play and elsewhere.

1295. **Lull, Herbert G.** Moral instruction through social intelligence. American journal of sociology, 17: 47-60, July 1911.

1296. **Meyer, George H.** School activities for moral development. Religious education, 6: 503–10, February 1912.

1297. **Michigan state teachers' association.** A plan for moral education. Preliminary report of a commission of the Michigan state teachers' association. Western journal of education (Ypsilanti) 4: 405–19, November 1911.

1298. **Moore, John Howard.** Ethical education. Educational bi-monthly, 6: 189–95, February 1912.

"An address delivered before the Chicago high and normal school association, November 11, 1911."

1299. ——— Ethics and education. London, G. Bell & sons, 1912. 188 p. 12°.

"Books on ethical culture": p. 166–81.

1300. **National education association. National council of education.** Tentative report of the Committee on a system of teaching morals in the public schools. [Winona, Minn., 1911] 76 p. 8°.

J. M. Greenwood, chairman.

1301. **Neumann, Henry.** Some misconceptions of moral education. International journal of ethics, 22: 335–47, April 1912.

"Moral instruction which does not touch the deeper springs of conduct becomes a fruitless and often harmful intellectual exercise."

1302. **Prince, John T.** Moral training in public schools. Education, 33: 65–70, 138–43, October, November 1912.

Writer says that good teachers in the United States are "placing special emphasis upon indirect methods of moral instruction and training, and thus daily and hourly are leading their pupils into the possession of higher ideals and increasing power." Criticises European methods of ethical instruction.

1303. **Rede, Wyllys.** New method of making character. Independent, 71: 914–19, October 26, 1911.

1304. **Renault, J.** La collaboration de l'école et de la famille dans l'éducation morale de l'enfant. Éducation (Paris), 4: 35–54, March 1912.

A description of the organization, methods, and objects of the parent's associations established to encourage the moral education of the child in the home and the school.

1305. **Rugh, C. E.** Moral instruction of the child. Kindergarten review, 22: 133–40, November 1911.

"Address given at the National education association convention, Kindergarten department, July 1911."

Also in Kindergarten-primary magazine, 24: 180–83, March 1912.

1306. **Schroeder, Hermann H.** The psychology of conduct applied to the problem of moral education in the public schools. Chicago, Row, Peterson & co. [1911] 287 p. 12°.

The chief concern of this book is to trace conduct to its sources, and to show briefly how the principles evolved may be applied to the actual work of teaching.

1307. **Spencer, *Mrs.* Anna (Garlin)** Latest tendencies in education. Chautauquan, 64: 234–41, October 1911.

1308. **Störring, Gustav.** Die hebel der sittlichen entwicklung der jugend. Leipzig, W. Engelmann, 1911. 157 p. 8°.

Important contribution to the psychological study of moral development, theoretical and practical.

1309. **Taylor, Charles Keen.** The moral education of school children. Philadelphia, Pa., Printed for C. K. & H. B. Taylor [1912] 77 p. 8°.

RELIGIOUS EDUCATION

1310. **Religious education association.** [Ninth general convention, St. Louis, Mo., March 11–14, 1912. President's address, declaration of principles, and list of officers] Religious education, 7: 1–6, 118–20, April 1912. (H. F. Cope, secretary, 332 South Michigan avenue, Chicago, Ill.)

1311. **Ayre, G. B.** Suggestions for a syllabus in religious teaching; with an introduction by M. E. Sadler. London, New York [etc.] Longmans, Green, and co., 1911. 147, 28 p. 12°.

1312. **Benson, Arthur C.** Religious teaching in secondary schools. Contemporary review, 100: 331–43, September 1911.

1313. **Eliot, Charles William.** Religious ideal in education. Outlook, 99: 411–14, October 21, 1911.

1314. **Folsom, John D.** Religious education in the home. New York, Eaton & Mains; Cincinnati, Jennings & Graham [1912] 190 p. 12°.

1315. **LePelley, S.** Religion in secondary schools. Contemporary review, 100: 532–36, October 1911.

1316. **Raymont, Thomas.** The use of the Bible in the education of the young; a book for teachers and parents. New York, Longmans, Green, & co., 1911. 254 p. 12°.

"An excellent handbook for teachers and parents to use as a guide in the work of instruction."—Outlook.

1317. **Religious education association. Teacher training commission.** Report. Religious education, 7: 81–109, April 1912.

CONTENTS.—1. Report of committee on elementary and advanced teacher training courses for Sunday schools. 2. Report for committee on teacher training courses for special departments. 3. Teacher training in colleges and universities.

1318. **Turmann, Max.** Progress of religious education. Catholic world, 96: 225–32, November 1912.

1319. **VanCleve, Edward E.** Religious education; its outcome in moral character. School and home education, 32: 44–46, October 1912.

The author concludes that the facts prove "that the best results in moral outcome are secured by making religious instruction a part of the daily training for every child in home and school."

1320. **Verret, Sylvain.** L'éducation selon l'évangile . . . Paris, J. de Gigord, 1911. 343 p. 12°.

By a careful study of the moral code in the gospels, the author formulates rules to be followed by the teacher in making Christians of his pupils.

1321. **Wilm, Emil Carl.** The culture of religion. Elements of religious education. Boston, New York [etc.] The Pilgrim press [1912] xi, 204 p. 12°.

CONTENTS.—1. Aims of education, and the place of religious education in education as a whole. 2. Relation of the home to religious education. 3. Relation of the public school to religious education. 4. The Sunday school and similar agencies. 5. The religious influence of colleges and universities.

Religious Pedagogy; the Sunday School

1322. **Beard, Frederica.** Correlation of Bible studies in the Sunday school. Education, 32: 11–15, September 1911.

1323. **Carmack, H. E.** How to teach a Sunday-school lesson. New York [etc.] F. H. Revell company [1911] 162 p. 12°.

1324. **Cope, Henry Frederick.** The evolution of the Sunday school. Boston, New York [etc.] The Pilgrim press [1911] 240 p. 12°.

"Not a philosophy of Sunday-school teaching, but a history of its development."

1325. **Fergusson, E. Morris.** The neighborhood Sunday school. Possibilities through its curriculum. Religious education, 6: 281–87, August 1911.

1326. **Frost, James Marion.** The school of the church; its preeminent place and purpose. New York [etc.] F. H. Revell company [1911] 193 p. 12°.

1327. **Harker, Ray Clarkson.** The work of the Sunday-school: a manual for teachers. New York [etc.] F. H. Revell company [1911] 194 p. 12°.

1328. **Holland, Cornelius J.** How may we increase the efficiency of our Sunday schools. Ecclesiastical review, 46: 564-79, May 1912.

States that the chief desideratum is to accommodate the grading of the Catholic Sunday school as nearly as possible to the grading of the day school.

1329. **Lawrance, Marion.** Housing the Sunday school; or, A practical study of Sunday school buildings. Philadelphia, The Westminster press, 1911. 146 p. illus. (incl. plans) plates. 8°. (Modern Sunday school manuals, ed. by C. F. Kent)

1330. **Lester, H. A.**, *ed.* Sunday school teaching; its aims and its methods, with an introduction by the Bishop of London. London, New York [etc.] Longmans, Green and co., 1912. 136 p. 12°.

1331. **Moore, Henry Kingsmill.** The training of infants, with especial reference to the Sunday school. London, New York [etc.] Longmans, Green and co., 1910. xii, 103 p. 8°.

1332. **Palmer, Frank Herbert.** Grading an ungraded Sunday school. Education, 32: 334-42, February 1912.

1333. **Slattery, Margaret.** A guide for teachers of training classes. Boston, New York [etc.] The Pilgrim press [1912] ix, 100 p. 12°.

For persons engaged in preparing young men and women chosen from the senior classes in the Sunday school to be the future teachers of that school.

1334. **Smith, William Walter.** The Sunday-school of today; a compendium of hints for superintendents and pastors . . . with a special chapter on Sunday-school architecture, by Charles William Stoughton. New York, Chicago [etc.] Fleming H. Revell co. [1911] 230 p. illus. 8°.

Short bibliography for readers, p. 224-225.

1335. **Stowe, A. Monroe.** The work of the Sunday school as related to public education. Western journal of education (Ypsilanti) 5: 49-58, February 1912.

Develops the idea that the Sunday school teachers should co-operate with the "public schools by interpreting for their pupils the knowledge which these are gaining in our public schools and by developing in them a religious attitude toward life and its social responsibilities."

1336. **Wells, Amos Russel.** Sunday-school essentials; what every Sunday-school teacher and superintendent needs the most in order to win success. Boston and Chicago, W. A. Wilde co. [1911] 253 p. 12°.

Partly reprinted from various periodicals.

1337. **Wood, Irving Francis.** Adult class study. Boston, New York [etc.] The Pilgrim press [1911] 143 p. 12°. (Modern Sunday-school manuals, ed. by C. F. Kent)

Contains bibliographies.

Universities and Colleges

1338. **Bornhausen, Karl.** Religious life of the German student. Biblical world, 39: 315-21, May 1912.

1339. **Butler, Nicholas Murray.** Religious teaching and influence of the university. Religious education, 7: 57-61, April 1912.

"A quotation by permission from the annual report of the President of Columbia university."

1340. **Fitch, Albert Parker.** Religious life at Harvard. Biblical world, 39: 151-56, March 1912.

1341. **Genung, John Franklin.** Religious life at Amherst. Biblical world, 40: 31-37, July 1912.

1342. **Gilkey, Charles W.** Religion in student life. Biblical world, 39: 7-16, January 1912.

Sets forth the difference in the sphere of personal religion between American students and those of other nationalities.

1343. **Hogan, W. E.** Religious education in state universities. Bulletin of the Board of education of the Methodist Episcopal church, South, 2: 3–13, November 1912.

Describes the work which has been done and is now being done by the different denominations.

1344. **Hughes, Richard C.** The church and the college student. Religious education, 7: 392–97, October 1912.

Presents especially religious conditions in state universities and the system of student pastors.

1345. **Parsons, Edward Smith.** Religious life of Colorado college. Biblical world, 40: 184–90, September 1912.

1346. **Sharpe, Charles M.** How arouse intellectual interest in the Bible? Religious education, 6: 234–40, June 1911.

Results of efforts at the University of Missouri.

1347. **Starbuck, Edwin D.** Report of the commission appointed to investigate the preparation of religious leaders in universities and colleges. Religious education, 7: 329–48, October 1912.

1348. **Tinker, Wellington H.** Religious life at the University of Michigan. Biblical world, 39: 375–82, June 1912.

1349. **Wilm, Emil C.** The moral and religious influence of colleges. Educational review, 43: 292–309, March 1912.

Part of a chapter of "The culture of religion" (item 1321)

Suggests ways by which the college student would be enabled "to make something like the same progress in his moral and spiritual growth that he is expected to make in his physical and intellectual growth."

Religious Instruction in Public Schools

1350. **Andress, J. Mace.** Last vestige of Puritanism in the public schools of Massachusetts. School review, 20: 161–69, March 1912.

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1351. The Bible and public education. A list of titles on the Bible and the public schools. Religious education, 6: 590–95, February 1912.

"Prepared in the hope of assisting to a more thorough study" of the question of the Bible in the public schools. Besides a list of books and pamphlets, contains also references to legal decisions and legislative enactments.

1352. **Brown, Samuel Windsor.** The secularization of American education as shown by state legislation, state constitutional provisions and state Supreme court decisions. New York city, Teachers college, Columbia university, 1912. 160 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 49)

Bibliography: p. 159–60.

1353. Can the essentials of religious faith and practice be taught in the public schools of the United States for the good of the country, without violating the spirit of the Constitution and without justifying antagonism from religious sects? Educational foundations, 24: 44–47, 110–14, 168–74, September–November 1912.

1354. **Hughes, Richard C.** The limitations of public schools, the opportunity of the churches. Religious education, 6: 578–87, February 1912.

Gives recent information by states concerning the restrictions upon the use of the Bible in the public schools.

1355. **Riley, Athelstan, Sadler, Michael E.** *and* **Jackson, I. C.** The religious question in public education; a critical examination of schemes representing various points of view. New York, Longmans, Green & co., 1911. vi, 350 p. 12°.

"Worthy of patient study by all who are interested in education. There is matter in it for every taste; every point of view is presented; and the criticisms seem to us to be as impartial as they are acute."—Athenaeum, no. 4385: 587, November 11, 1911.

Examines twelve definite schemes suggested for a solution of the problem.

1356. **Shields, Thomas Edward.** Survey of the field [The church and the school] Catholic educational review, 3: 153–70, February 1912.

Discusses Cornelia Comer's article, "The vanishing lady," which appeared in the Atlantic monthly for December 1911, and quotes in full, with comments, a paper by F. F. Bunker, in the Sierra educational news for December 1911, on "Co-operation of church and school."

1357. **Simon, Abram.** The Jewish child and the American public school. Religious education, 6: 527–33, February 1912.

1358. **Winchester, Benjamin S.** The religious element in current public education. Religious education, 6: 261–67, August 1911.

DENOMINATIONAL SCHOOLS AND COLLEGES

1359. **Catholic educational association.** Report of the proceedings and addresses of the eighth annual meeting, Chicago, Ill., June 26–29, 1911. Bulletin. v. 8, no. 1, November 1911. Columbus, Ohio, Catholic educational association, 1911. 503 p. 8°. (Rev. F. W. Howard, secretary general, 1651 East Main st., Columbus, Ohio)

Contains: 1. J. A. Burns, chairman: Report of the Committee on high schools, p. 45–66. Discussion, p. 66–73. 2. E. A. Pace: Religion and education, p. 98–104. 3. T. Brosnahan: The Carnegie foundation for the advancement of teaching—its aims and tendency, p. 119–59. 4. A. Dress: The position that music should occupy in the college course, p. 159–66. Discussion, p. 166–69. 5. P. J. McCormick: Retardation and elimination of pupils in our schools, p. 326–36. Discussion, p. 336–46. 6. P. S. Gilmore: The training of the deaf, p. 446–55.

1360. **Anderson, Stonewall.** The Carnegie foundation for the advancement of teaching and the denominational college. Bulletin of the Board of education of the Methodist Episcopal church, South, 2: 9–21, August 1912.

1361. **Beetz, K. O.** Ein kampf um die letzten kirchschulen Deutschlands. Pädagogische warte, 19: 926–32, August 15, 1912.

1362. **Blaisdell, Thomas C.** The renaissance of the denominational college. Western journal of education (Ypsilanti) 5: 385–98, November 1912.

Address delivered at inauguration as president of Alma college, October 11, 1912.

1363. **Burns, James A.** The development of parish school organization. Catholic educational review, 3: 419–34, May 1912.

1364. ——— The growth and development of the Catholic school system in the United States. New York, Cincinnati, Chicago, Benziger brothers, 1912. 421 p. 12°.

1365. ——— School life and work in the immigration period. Catholic educational review, 3: 22–39, January 1912.

1366. [Catholic] schools. *In* The Catholic encyclopedia. vol. xiii. New York, R. Appleton company [1912] p. 554–85.

CONTENTS.—[General, by] William Turner, p. 554–62. In Australia [by] Wilfrid Ryan, p. 562–63. In Canada [by] Philippe Perrier, p. 563–71. In England [by] Michael Maher, p. 571–76. In Ireland [by] Andrew Murphy, p. 576–78. In Scotland [by] Michael Maher, p. 578–79. In the United States [by] J. A. Burns, p. 579–85. References follow each section.

1367. **Lucey, Michael Henry.** [Catholic schools] 1. State support for Catholic schools. 2. Attempted settlements of the school question. 3. Administration of the parish schools. Catholic world, 93: 596–609, 729–41; 94: 59–72, August, September, October 1911.

INTERNATIONAL CONCILIATION

1368. **American school peace league.** Third annual report, 1911. Boston [1911] 94 p. 8°. (Mrs. Fannie Fern Andrews, secretary, 405 Marlborough st., Boston, Mass.)

Contains: 1. Fannie F. Andrews: The international work of the American school peace league, p. 11–20. 2. A course of study in good will. A supplementary working outline for moral training in schools . . . p. 44–48. 3. Matilda Srager: The opportunity and duty of the schools in the international peace movement, p. 70–77.

1369. **Lake Mohonk conference on international arbitration.** Report of the seventeenth annual meeting . . . May 24–26, 1911. Albany, N. Y., Press of the Brandow printing company, 1911. 258 p. 8°. (H. C. Phillips, secretary, Mohonk Lake, N. Y.)

1370. **Sève, A.** Notions d'enseignement pacifiste (principes et applications du pacifisme) avec lettre-préface de F. Buisson. Paris, M. Giard & E. Brière, 1912. 113 p. 12°.

1371. **Thwing, Charles F.** The peace movement and the American university. American educational review, 32: 609–11, August 1911.

IV. TYPES OF EDUCATION

HUMANISTIC EDUCATION

Classical conference, Ann Arbor, Mich., 1911. *See* **Michigan schoolmasters' club,** 71.

1372. **Allinson, Francis G.** Culture, the ideal of the college. Virginia journal of education, 5: 270–75, March 1912.

Emphasizes two things, first "that culture does not necessarily exclude vocational training while the latter may include culture," and second that culture is not equivalent to effeminacy and dilettantism.

1373. **Ball, Allan.** Democracy and the rescue of French culture. North American review, 196: 231–44, August 1912.

The classical controversy in French education of to-day.

1374. **Bartlett, A. E.** The psychological value of the classics. School review, 20: 186–90, March 1912.

Argues that the study of the classics "induces tranquillity and health of mind without at the same time dulling the sensibilities."

1375. **Corcoran, Timothy.** Studies in the history of classical teaching, Irish and continental, 1500–1700. London [etc.] Longmans, Green and co., 1911. xviii, 306 p. 8°.

By Rev. T. Corcoran, S. J., professor of education in the National university of Ireland. The main purpose of the volume is to present, with adequate proof, the position in the history of education which may fairly be claimed for the *Janua linguarum* of William Bathe, which preceded by twenty years the *Janua linguarum reserata* of Comenius.

1376. **Does the present trend toward vocational education threaten liberal culture?** School review, 19: 454–88, September 1911.

Papers presented at the meeting of the Harvard teachers' association, March 4, 1911, by E. P. Cubberley and R. A. Woods; with discussion.

1377. **D'Ooge, Benjamin L.** The classical outlook. Western journal of education (Ypsilanti) 4: 433–43, December 1911.

A paper read before the Latin section of the Kansas state teachers' association, at Topeka, November 10, 1911.

1378. **D'Ooge, Martin L.** The study of Greek: a retrospect and prospect. Classical journal, 8: 50–59, November 1912.

Gives a general survey of classical teaching for the last half-century.

1379. **Draper, Andrew Sloan.** Dr. Draper's reply to President Stryker's plea for Greek. American education, 15: 400–4, May 1912.

"A scholarly and comprehensive reply to President Stryker's plea for Greek learning and the continuation of the study of Greek in our high schools and colleges."

1380. **Dyer, Walter A.** New spirit in college life: the Amherst idea. Craftsman, 20: 589–92, September 1911.

1381. **Effinger, John R.** La ligue pour la culture française. School review, 20: 401–6, June 1912.

Discusses the issue between the classics and modern language study in France.

1382. **Forbes, Charles Henry.** Culture and cult. Classical journal, 7: 174–80, January 1912.

1383. **Hale, William G.** The practical value of humanistic studies. School review, 19: 657–79, December 1911.

Humanistic studies not only cultivate the intellect but broaden the world-view of the student. Education means something more than mere specialization in the sciences.

1384. **Hibben, John Grier.** The essentials of liberal education. Inaugural address, president Princeton university, May 11, 1912. Princeton, N. J., Princeton university, 1912. 20 p. 8°. (Princeton university. Official register, v. 3, no. 13)

Also published, under title The philosophy of education, in North American review, 195: 847–57, June 1912.

"The hit-and-miss choice of an immature mind in new surroundings," says President Hibben, "forms a poor propaedeutic to the serious tasks of free investigation, of original thought, and of practical efficiency."

1385. **Kern, James W.** Why should the classics be studied and how? Virginia journal of education, 5: 282–85, March 1912.

A paper read before the Classical association of Virginia, November 28, 1911.

1386. **Ranlett, Alice.** Shall Latin go? Education, 33: 11–18, September 1912.

The writer says that in every school and college where she has studied or taught, with but few exceptions, "the members of the Latin classes have been the flower of the student body."

1387. **Rouse, William Henry Denham.** Learning English through the classics. Nation, 95: 229–30, September 12, 1912.

1388. **Mowry, Duane.** Vocational or cultural education—which? The Amherst idea. Education, 32: 373–76, February 1912.

Declares that specialization in education is one of the necessities in this work-a-day world, but we should not forget that mere specialization is not the whole of the educational field. Commends the Amherst idea.

1389. **Murphy, Thomas Edward.** Popular errors about classical studies. St. Marys, Kans. [Printed by W. E. Miller, 1910] 24 p. 8°. (St. Mary's college bulletin, v. 6, no. 2, Jan. 1910)

1390. **Snedden, David.** The practical arts in liberal education. Educational review, 43: 378–86, April 1912.

States that "in practical arts teaching the place for drill, systematic approach, and approximation of journeyman's standards, is in the vocational school."

1391. ——— What of liberal education? Atlantic monthly, 109: 111–17, January 1912.

The writer asserts that our academic studies, to a great degree, are organized and presented without regard "to their applications in contemporary life and activity."

VOCATIONAL EDUCATION

1392. **Allison, Samuel B.** Vocational courses and the elementary school. School and home education, 31: 155–58, 204–15, December 1911, January 1912.

1393. **Anderson, Lewis Flint.** Facts regarding vocational training among the ancient Greeks and Romans. School review, 20: 191–201, March 1912.

1394. **Bennett, Charles A.** Vocational training—to what extent justifiable in public schools? Vocational education, 1: 258–62, March 1912.

1395. **Call, Arthur Deerin.** The specialized or vocational vs. the composite high school. American school board journal, 45: 8–9, October 1912.

"Mr. Call summarizes, simply and completely, a problem which is nearing solution. This paper, which was read during the Chicago meeting of the National education association, is a concise statement of the case and defines the situation which confronts us today."

1396. **City club of Chicago.** A report on vocational training in Chicago and in other cities. By a sub-committee of the Committee on public education, 1910–1911, of the City club of Chicago. [Chicago] City club of Chicago, 1912. 315 p. 8°.

An analysis of the need for industrial and commercial training in Chicago, and a study of present provisions therefor in comparison with such provisions in twenty-nine other cities, together with recommendations as to the best form in which such training may be given in the public school system of Chicago.

1397. **Consumers' league of Connecticut.** A glance at some European and American vocational schools for children from twelve to sixteen years of age. Hartford, Consumers' league of Connecticut, 1911. 64 p. illus. 8°.

The result of an investigation of some schools in Germany, Belgium, Holland, England and the United States, made between September 1909 and February 1910.

1398. **Cooley, Edwin G.** Pre-apprenticeship schools of London. Vocational education, 1: 174–83, January 1912.

Describes the day, evening, and part-time vocational schools of London.

"The second of a series of articles giving results of a year's study of European industrial schools under the auspices of the Chicago commercial club."

1399. ——— Vocational education in Europe. Report to the Chicago commercial club. Chicago, R. R. Donnelley & sons company, 1912. 347 p. illus. 8°.

"This report undertakes to describe some of the typical vocational schools observed by the author during his year in Europe. The major part of the report is devoted to the educational institutions of Germany. Some special institutions in Austria and Switzerland are described on account of their relations to the general problem of vocational education."

1400. **Dakin, W. S.** Vocational education for men in service. Vocational education, 2: 89–109, November 1912.

"Summarizes the efforts which have been put forth by numerous corporations and other large employers of labor to supply deficiencies in public education."

1401. **Dean, Arthur D.** Your son's education. Mother's magazine, 7: 5–8, September 1912.

"The question of what line of vocation your boy is to follow, is more than interesting—it is vital."

1402. **Eaton, Walter P.** The awakening of our schools. Munsey's magazine, 48: 232–46, November 1912.

An illustrated article on vocational education.

1403. **Glynn, Frank Lawrence.** A practical public school: vocational school at Albany. World's work, 22: 14721–25, August 1911.

1404. **Gustafson, Lewis.** A new task for the public schools. Vocational education, 1: 145–58, January 1912.

"A statement of some of the fundamental principles which must control the development of vocational education."

1405. **Howe, Charles B.** Future of the manual training high school in vocational education. Manual training magazine, 14: 105–15, December 1912.

1406. **James, Edmund Janes.** Vocational training and its future. Vocational education, 1: 1–9, September 1911.

1407. **King, Charles A.** Pre-vocational training. Education, 33: 105–8, October 1912.

Argues that a system of vocational instruction should include training of both sexes, and make provision for students between 14 and 16 years of age.

1408. **Leavitt, Frank Mitchell.** The relation of the present movement for vocational education to the teaching of the mechanic arts. Elementary school teacher, 12: 158–68, December 1911.

1409. ——— Vocational education in the Boston public schools. Vocational education, 1: 316–31, May 1912.

"A comprehensive and readable presentation of the remarkable provision made for vocational opportunities for all the children by a large city school system."

1410. **Mayer, Mary Josephine.** Vocational training in our public schools. American review of reviews, 45: 449–56, April 1912.

Argues that vocational training is not opposed to culture. Reviews the situation in this country.

1411. **Mussey, H. R.** Education and pay of head and hand. Educational review, 42: 450–464, December 1911.

Advocates vocational training and guidance.

1412. **Prosser, C. A.** Vocational education: legislation of 1910–1911. American political science review, 6: 586–95, November 1912.

1413. **Rathmann, C. G.** Vocational training in Germany. Educational foundations, 23: 155–70, 228–39, November, December 1911.

A discussion of the continuation schools of Germany, commercial, agricultural, etc.

1414. **Richmond, Sada Foute.** The vocational school. Progressive teacher, 18: 35–36, April 1912.

An account of the first vocational public school started in the South, at Memphis, Tenn.

1415. **Robbins, Jane E.** The new school boy. Outlook, 101: 880–83, August 17, 1912.

Declares that "the coming boy wants to get a definite scientific training which shall relate him to the every-day world of agriculture, commerce, and manufacture."

1416. **Snedden, David.** Debatable issues in vocational education. Vocational education, 2: 1–12, September 1912.

Gives "a few of the problems of vocational education with reference to which there is now needed fuller analysis, discussion and experimentation."

1417. ——— Problems in the psychology of vocational education. Journal of educational psychology, 2: 481–90, November 1911.

1418. **Taylor, James P.** The doomed pupil. Educational review, 43: 499–507, May 1912.

The writer says that in "the old days the hand and the will and the practical judgment were trained through vocational work at home. In these present days they must be trained through vocational work at school."

1419. **Weeks, Ruth Mary.** The people's school. A study in vocational training. Boston, New York [etc.] Houghton Mifflin company [1912] 208 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

CONTENTS.—1. Foreword. 2. The hand of iron. 3. The public school. 4. A school for the plain man. 5. Trade education and the woman. 6. In the country. 7. Trade education and organized labor. 8. Trade education and socialism. 9. Foreign trade schools. 10. American experiments. 11. The type of trade school needed in the United States. 12. Choosing a vocation. 13. Conclusion. 14. Bibliography on elementary vocational education.

1420. **Wulfing, G. E.** Can the administration department of a school system serve as a laboratory for the vocational training of children? American school board journal, 45: 8, 40–41, August 1912.

VOCATIONAL GUIDANCE

1421. **National conference on vocational guidance.** First conference, Boston, Mass., November 15–16, 1910. Manual training magazine, 12: 277–78, February 1911.

1422. **Bruère, Martha Bensley.** Launching the child. Outlook, 101: 75–80, May 11, 1912.

1423. **Chicago school of civics and philanthropy. Department of social investigation.** Finding employment for children who leave the grade schools to go to work. Report to the Chicago woman's club, the Chicago association of collegiate alumnae, and the Woman's city club. [Chicago, Mainz engraving company, The Hollister press, 1911] 56 p. 4°.

CONTENTS.—1. Sophonisba P. Breckinridge and Edith Abbott: The school and the working child; a plea for employment supervision in city schools, p. 5–18. 2. Anne S. Davis: Preliminary report on opportunities of employment in Chicago open to girls under 16, p. 19–40. 3. Edith Abbott: Public care of working children in England and Germany; some notes on juvenile labor exchanges, p. 41–48. 4. Trade and technical classes for girls in Chicago, p. 49–52. 5. Selected bibliography relating to employment supervision, p. 53–56.

Reviewed in Elementary school teacher, 12: 388–90, April 1912.

1424. **Davis, Jesse B.** Vocational and moral guidance through English composition. English journal, 1: 457–65, October 1912.

Also in National education association. Journal of proceedings and addresses, 1912. p. 713–18.

"The report of a successful trial of a plan to find material for high-school composition in the pupils' study of his vocational qualifications and responsibilities and the vocational opportunities of the world about him."—School review, December 1912, p. 706.

1425. **Davis, Jesse B.** Vocational guidance a function of the public school. *In* North Central association of colleges and secondary schools. Proceedings, 1911. Published by the Association, 1911. p. 85–100.

Also, with slight changes, in Educational bi-monthly, 6: 206–17, February 1912.

Gives the results of an investigation, showing the need of better guidance, and outlines a scheme of vocational guidance for high schools.

1426. Vocational guidance. Vocational education, 1: 286–97, March 1912.

Treats of vocational guidance in Boston, New York city, Grand Rapids, Cleveland, and Waltham.

MANUAL TRAINING

1427. **Eastern art and manual training teachers' association.** Proceedings. First annual convention, Boston, May 4, 5, 6, 7, 1910. Second annual convention, Philadelphia, May 11, 12, 13, 1911. [Newark, N. J.: Press of Baker printing company, 1912] 213 p. 8°. (Editor, 1911, Fred H. Daniels, Newtonville, Mass.)

1428. **Western drawing and manual training association.** Proceedings of meeting held at Cincinnati, Ohio, May 1–4, 1912. [Bloomington, Ill., Pantagraph & sta. co., 1912] 234 p. 8°. (Wilson H. Henderson, secretary, Hammond, Ind.)

Contains: 1. W. J. Bogan: Some problems of technical education, p. 29–37. 2. C. B. Connelley: The relation of the arts to industrial education, p. 38–41. 3. E. G. Cooley: Lessons from Germany for boys of high school age, p. 62–73. 4. Vocational and non-vocational suggestions for the art schools, p. 78–86. 5. I. S. Griffith: Suggested method of treatment for beginning design in teaching woodworking, p. 104–15. 6. A. C. Newell: What should be included in a course of instruction in architectural drawing for the high school? p. 116–28. 7. F. M. Leavitt: The need, purpose and possibility of industrial training in elementary schools, p. 148–63.

1429. **Bennett, Charles A.** Visiting manual training schools in Europe. X. Leipsic and Berlin. Manual training magazine, 13: 18–35, October 1911.

Series continued from June 1911 number.

1430. **Bonnell, Clarence.** The first week at the beginning of the school year in the high school woodworking shop. Manual training magazine, 13: 401–23, June 1912.

Suggests to those of limited experience some practical expedients, which, used in a shop where space and light and the instructor's time are all limited, have proved to be helpful.

1431. **Chaplain, Alexandria.** Manual and industrial instruction in the public school. Virginia journal of education, 5: 256–59, March 1912.

The author points out that manual and industrial instruction in the public schools is an educational, economic, and social necessity.

1432. **Crawshaw, Fred Duane.** Manual arts for vocational ends. Peoria, Ill., The Manual arts press [1912] 99 p. 8°.

1433. **Dodd, Alvin E.** Vocational consciousness in manual training. Manual training magazine, 13: 329–38, April 1912.

Argues that manual training is the natural basis upon which to build up a large and important section of vocational work.

1434. **Griffith, Ira S.** Correlated courses in woodwork and mechanical drawing. Peoria, Ill., The Manual arts press [1912] 238 p. illus. 8°.

1435. **Larsson, Gustaf.** Sloyd an important factor in the education of boys. Manual training magazine, 13: 230–35, February 1912.

1436. **Markus, Henry F.** A scheme for grading in manual training. Manual training magazine, 13: 450–51, June 1912.

"The use of this scheme of grading makes a monthly grade in manual training possible, which sometimes proves a great stimulus to the work."

1437. **Newell, A. C.** A lesson plan and some shop lecture outlines. Manual training magazine, 13: 297–305, April 1912.

The writer is convinced that class teaching is far better at the beginning of any course in shopwork.

1438. **Usherwood, T. S.** The place of manual training in the curriculum of the secondary school. Manual training (London) 9: 136–39, 158–64, March, April 1912.

A discussion of the necessity for manual training in the curriculum of the secondary school, and the value of a proper coordination with literary, mathematical, and experimental work as a basis for a liberal education.

INDUSTRIAL AND TRADE EDUCATION

1439. **National society for the promotion of industrial education.** Proceedings fifth annual meeting, Cincinnati, Ohio, November 2–4, 1911. New York, National society for the promotion of industrial education, 1912. 239 p. 8°. (*Its* Bulletin no. 15—Charles A. Prosser, secretary)

Contains: 1. How shall the obligation to provide industrial education be met. The obligation of the employer [by] H. E. Miles, p. 29–37; The obligation of the employee [by] Frank Duffy, p. 38–48. 2. J. P. Munroe: President's address, p. 49–56. 3. Herman Schneider: Co-operative plan of the University of Cincinnati, p. 59–67. 4. P. A. Johnston: Vocational plans in the high school, p. 68–79. 5. J. H. Renshaw: The Cincinnati continuation school for apprentices, p. 80–95. 6. J. L. Shearer: The Ohio mechanics' institute, p. 96–103. 7. A. L. Williston: Evening trade and industrial schools, p. 105–18. 8. C. P. Cary: Part-time schools, p. 119–22; Discussion, p. 122–25. 9. David Snedden: Report of Committee on national legislation, p. 126–34. 10. C. A. Prosser: The training of the factory worker through industrial education, p. 137–55. 11. E. G. Cooley: The argument for industrial education from the success of Germany, p. 178–92. 12. J. P. Frey: A trade union view of industrial education, p. 193–97; Discussion, p. 197–200. 13. Should trade schools for youth above sixteen years of age be provided at public expense? [by] J. P. Munroe, p. 201–203; [by] C. G. Pearse, p. 204–18; [by] G. M. Forbes, p. 219–26.

1440. **National society for the study of education.** Eleventh yearbook. Part I. Industrial education: Typical experiments described and interpreted. Part II. Agricultural education in secondary schools. Chicago, Ill., University of Chicago press [1912] 2 v. 124, 113 p. 8°. (S. Chester Parker, secretary, University of Chicago, Chicago, Ill.)

Contents—Part I. 1. F. M. Leavitt: Classification of plans for industrial training. 2. M. W. Murray: The separate or independent industrial school. 3. J. F. Barker, H. B. Wilson: The vocational high school. 4. C. F. Perry: The public trade school. 5. A. F. Safford: The part-time cooperative plan of industrial education. 6. Pliny Johnston: The Cincinnati continuation schools. 7. Meyer Bloomfield: Vocational guidance. 8. B. W. Johnson: Industrial education in the Northwest. Part II. 1. A. C. Monahan: The training of teachers for secondary courses in agriculture. 2. R. W. Stimson: The vocational agricultural school. 3. D. J. Crosby: State-aided departments of agriculture in public high schools. 4. W. H. French: High-school agriculture without state subsidy. 5. H. F. Button, F. R. Crane: Short courses and extension work in agriculture for high schools. 6. W. R. Hart, G. F. Warren: In public high schools should agriculture be taught as agriculture or as applied science?

1441. **Anderson, Lewis Flint.** Industrial education during the middle ages. Education, 32: 354–59, 423–29, February–March 1912.

1442. **Crawshaw, Fred Duane.** What can the high schools do better to help the industries? Manual training magazine, 13: 193–204, February 1912.

1443. **Diemer, Hugo.** Factory organization in relation to industrial education. Annals of the American academy of political and social science, 44: 130–40, November 1912.

1444. **Dillon, Charles.** Money value of training for the trades. World's work, 22: 14756–58, August 1911.

1445. **Duffy, Frank.** Industrial education and the labor unions. New York city, Teachers college, Columbia university [1912] 14 p. 8°. (Teachers college bulletin, third series, no. 18, May 4, 1912)

1446. ——— Industrial education and what labor unions are doing to promote it. Vocational education, 2: 28–35, September 1912.

This article is by the general secretary of the United brotherhood of carpenters and joiners. "His extended knowledge and experience, as well as official position, enable Mr. Duffy to speak with authority on this question."

1447. **Duncan, Robert Kennedy.** Progress in industrial fellowships. *In his* Some chemical problems of today. New York, Harper and brothers, 1911. p. 224–47.

1448. **Fish, Elmer H.** The commercial school shop. Vocational education, 1: 82–99, November 1911.

1449. **Grossmann, Maximilian Paul E.** Some fundamental verities in education; with a symposium preface by Frederick E. Bolton and others. Boston, R. G. Badger, 1911. xix, 118 p. 12°.

Contents.—pt. 1. Manual culture and sense training.—pt. 2. Art culture and art expression.

"Presents in simple form, with numerous illustrations, the chief justification for art and industry in education."

1450. Industrial education; studies by Frederick H. Sykes . . . Frederick G. Bonser . . . Henry C. Brandon . . . New York city, Teachers college, Columbia university, 1911. 61 p. 8°. (Teachers college record. vol. xii, no. 4)

1451. **Johnston, George M.** Industrial opportunities of our schools. Ohio teacher, 32: 453–56, May 1912.

Deals particularly with the situation in Cincinnati.

1452. **Keith, John A. H.** Industrial education for Wisconsin boys and girls. Wisconsin journal of education, 44: 65–69, March 1912.

1453. **Kimball, Dexter S.** Industrial education; with an introduction by Jacob Gould Schurman. Ithaca, N. Y., The University, 1911. 42 p. 8°. (Cornell university. School of education. Studies in education, no. 1)

Contents.—1. The need of industrial education.—2. Fundamental principles.—3. Industrial education in the public school system.

The author recognizes the value of a liberal background for vocational training, as well as of vocational direction for liberal education.

1454. **Kreuzpointner, Paul.** Industrial education. Educational foundations, 23: 400–408, 626–32, March, June 1912.

Gives the aims of industrial education and the nature of the subjects to be taught. The second part on continuation schools is complete in itself.

1455. ——— The new standard of the present day industrial education in Europe. American school board journal, 43: 15–17, September 1911.

"We have as a new standard in the present system of industrial education in Europe, a growing power of the state over the organization of such schools, the extension of the compulsory feature of attendance at industrial schools, under eighteen years of age, and a vast increase of expenditures by the state and the municipalities over former years—for the education of the masses of industrial workers."

1456. **Leavitt, Frank Mitchell.** Examples of industrial education. Boston, New York [etc.] Ginn and company [1912] 330 p. 12°.

Contents.—1. Significance of the movement for industrial education.—2. Manual training and industrial education.—3. The demand—an analysis.—4. The demand of organized labor.—5. The demand of educators.—6. The demand of social workers.—7. The revision of educational ideals involved in the movement for industrial training.—8. A plan for immediate reorganization.—9. Examples of more fundamental reorganization.—10. Prevocational work in grades 6–8.—11. The intermediate or separate industrial school.—12. Vocational high schools.—13. The trade school.—14. Part-time coöperative schools.—15. The continuation school.—16. Vocational guidance.—17. State legislation.—18. Concerning agricultural education.

1457. ——— The need, purpose, and possibilities of industrial education in the elementary school. Elementary school teacher, 13: 80–90, October 1912.

Contends that elementary industrial work will be most effective when conducted under the direction of the manual-training authorities.

1458. ——— Sociological phases of the movement for industrial education. American journal of sociology, 18: 352–60, November 1912.

1459. **Lindstrom, E. George.** Trade instruction versus industrial education from the point of view of a practical trade unionist. Vocational education, 1: 273–78, March 1912.

1460. **Mowry, Don E.** Plea for industrial education. Education, 32: 20-25, September 1911.

1461. **National association of manufacturers. Committee on industrial education.** Report presented at the sixteenth annual meeting, New York, May 15, 16, and 17, 1911. [n. p., 1911] 11 p. 8°.

1462. **Prosser, Charles A.** Facilities for industrial education. American school board journal, 45: 11-12, 58, September 1912.

An address delivered before the National education association, and published in its Journal of proceedings and addresses for 1912, p. 1196-1202.

1463. **Radcliffe, William Hiram.** Educational bureau in industrial corporations. Engineering magazine, 42: 400-402, December 1911.

1464. **Roberts, Elmer.** The passing of the unskilled in Germany. Scribner's magazine, 51: 199-204, February 1912.

A review of the status of continuation trade and commercial schools of Germany. According to the author "the processes at work tend to convert the whole population into the users of tools and machinery."

1465. **Selden, Frank Henry.** The educational side of the schoolshop problem. American school board journal, 45: 11, 49, 14, 59, October-November, 1912.

"This discussion, beginning with an excellent description of the evolutions of industry, will form an important contribution to the literature now being published on the subject."

1466. **Stevens, Kate.** Industrial education in London. Educational foundations, 23: 72-80, October 1911.

1467. **United States. Bureau of labor.** Twenty-fifth annual report of the Commissioner of labor, 1910. Industrial education. Washington, Government printing office, 1911. 822 p. 8°.

A comprehensive survey of the present status of this branch of education, including vocational guidance, in the United States, prepared under the supervision of Charles H. Winslow and Jesse C. Bowen. Contains a Selected bibliography on industrial education, p. 519-39.

TECHNICAL EDUCATION

1468. **Irish technical instruction association.** Annual congress, Cork, held June 4-6, 1912. Athlone, Printed by the Athlone printing works co., ltd., 1912. 169 p. 8°.

Contains: 1. T. A. Smiddy: Problems of commercial education, p. 27-33. 2. A. Williamson: Classes for employees in special commercial businesses, p. 33-41. 3. J. H. Grindley: Description of Cork technical institute, p. 57-60. 4. Dr. Starkie: Continuation schools, p. 62-74. 5. T. P. Gill: Preparation for agricultural and industrial callings, p. 74-85. 6. Miss Brown: Labour exchanges and juvenile advisory committees, p. 129-33. 7. R. J. Hodges: Technical education in our smaller towns: its successes and failures, p. 150-58.

1469. **Daniell, G. F.** Position of technical instruction in England. Nature, 88: 319-21, January 4, 1912.

1470. **Middleton, P. Harvey.** How railroad men are made: training the men who run big railways. Scientific American, 106: 158, February 17, 1912.

1471. **Morton, R. H.** Helping the railroad man. Technical world, 18: 233-36, October 1912.

1472. **Ritchie, John,** *jr.* Shall I give my boy a technical education? Scientific American, 106: 202, March 2, 1912.

1473. **Smallwood, Julian Chase.** Efficiency principles of technical education. Engineering magazine, 42: 915-20, March 1912.

AGRICULTURE

1474. **American association of farmers' institute workers.** Proceedings of the sixteenth annual meeting . . . held at Columbus, Ohio, November 13–14, 1911. Washington, Government printing office, 1912. 77 p. 8°. (United States. Department of agriculture. Office of experiment stations. Bulletin 251) (John Hamilton, secretary-treasurer, Washington, D. C.)

Contains: 1. Report of Committee on cooperation with other educational agencies, p. 11–12. 2. Report of Committee on movable schools of agriculture, p. 12–15. 3. Report of Committee on boys, and girls' institutes, p. 15–20; Discussion, p. 20–22. 4. H. M. Cottrell: What is the most effective method for conducting an agricultural instruction train? p. 39–40; Discussion, p. 40–41. 5. G. A. Gigault: Should the institute organize and conduct, for purposes of practical demonstration, technical schools of agriculture for men and schools of domestic science for women? p. 47–51; Discussion, p. 51–52.

1475. **Association of American agricultural colleges and experiment stations.** Proceedings of the twenty-fifth annual convention . . . held at Columbus, Ohio, November 15–17, 1911. Montpelier, Vt., Capital city press, 1912. 229 p. 8°. (J. L. Hills, secretary-treasurer, Burlington, Vt.)

Contains: 1. W. H. Jordan: Presidential address, p. 39–48. 2. P. P. Claxton: [Agricultural education and the Bureau of education], p. 60–67. 3. P. P. Claxton: [Education and the Federal government], p. 89–94. 4. A. Vivian: The preparation of men for teaching and for station work, p. 98–103. 5. H. J. Wheeler: The training men in station and college work, p. 104–7. 6. John Hamilton: The organization of correspondence courses in agriculture, p. 186–93. 7. O. H. Benson: Boys' and girls' club work in the Southern states, p. 215–20.

1476. **Babcock, Ernest B.** Co-operation between the schools and the College of agriculture. University of California chronicle, 13: 335–42, July 1911.

Methods used by the California college of agriculture to help public school teachers in agricultural instruction.

1477. **Davenport, Eugene.** Shall we ask for future legislation in the interest of agriculture; if so, what? School and home education, 31: 187–93, January 1912.

Part of the discussion of this topic given at the Columbus meeting for the improvement of agricultural education by land-grant colleges.

1478. **Jackson, Edwin R.** Forestry in agriculture. Vocational education, 1: 184–92, January 1912.

1479. **Johnson, A. A.** County schools of agriculture and domestic economy in Wisconsin. Washington, Government printing office, 1911. 24 p. illus. 8°. (U. S. Department of agriculture. Office of experiment stations. Bulletin 242)

"This report deals with the origin, equipment, organization and work of these schools and also contains statistical data concerning the students, graduates and income."

1480. **Jordan, Whitman H.** The function and efficiency of the agricultural college. Science, n. s., 34: 773–85, December 8, 1911.

1481. **Massachusetts. Board of education.** Report on agricultural education. *In its* Annual report, 1911. Appendix, p. 195–296.

Recommendations as a result of careful investigations by a committee of nine. Chairman, Frederick P. Fish.

1482. **Medd, John Charles.** Rural and agricultural education. Nineteenth century, 72: 1052–64, November 1912.

1483. **Shawkey, Morris Purdy.** Teaching the bread and butter subjects. West Virginia school journal, 40: 9–13, February 1912.

An address delivered before the New River and Greenbrier Valley round table at Alderson, November 17, 1911.

"A plea for the so-called utility subjects," especially the teaching of agriculture, in West Virginia schools.

1484. **Stowe, Lyman Beecher.** Training city boys for country life. Outlook, 102: 537–41, 584–91, November 9, 16, 1912.

Describes the different agencies for training for farm life.

1485. **Woods, Albert Fred.** Agricultural education and its relation to rural sociology. American journal of sociology, 17: 659–68, March 1912.

DOMESTIC SCIENCE

1486. **American home economics association.** [Papers read at the Washington meeting, December 1911] Journal of home economics, 4: 111-69, 180-85, 230-54, 270-92, April, June 1912.

Contains: 1. Willystine Goodsell: A plea for the introduction of historical courses on the home into the higher schools and colleges for young women, p. 111-25. 2. Mary L. Foster: Biochemistry: its place in the curriculum of the college of liberal arts for women, p. 126-32. 3. E. V. McCollum: Some important considerations in the feeding of young children, p. 133-39. 4. Juniata L. Sheppard: The possibilities of a home maker's course, p. 147-50. 5. Jessie M. Hoover: Home economics in the agricultural college, p. 150-55. 6. Mary P. Van Zile: Home economics extension work in Kansas, p. 155-58. 7. Mary L. Bull: Extension work in Minnesota, p. 159-61. 8. Bertha M. Miller and Viola M. Bell: The domestic science department at a social center of the school, p. 162-63. 9. Helen M. Day: Practical methods for teaching the nutritive value and cost of food, p. 164-66. 10. L. R. Balderston: Opportunities for teachers and specialists in laundry work, p. 166-67. 11. Helen Hollister: Novel courses at Mechanics institute, p. 167-69. 12. P. P. Claxton: Address of welcome to the Association, p. 180-85. 13. Report of the round table on elementary work in preparation of food in college classes, p. 230-42. 14. Mary E. Arnold: A cafeteria for college students, p. 243-45. 15. Emma Smedley: High school luncheons in Philadelphia, p. 250-54. 16. After some years of experimentation, what is the educational aim, method, and accomplishment in college courses in domestic art? p. 270-92.

1487. **Abel, Mary H.** Practical experiments for the promotion of home economics. Journal of home economics, 3: 362-69, October 1911.

Describes the New England kitchen, the School of housekeeping, and the Household aid company.

1488. **Bolce, Harold.** Training for motherhood. Good housekeeping, 55: 292-300, September 1912.

An illustrated article describing the work of Sesame House, in London, and the international movement of which it is the inspiring center. The same magazine contains an article (p. 300-301) on the New York school of mothercraft, by Mrs. G. C. Ashton Jonson. The latter school is, to a greater or less extent, a replica of the parent institution in London.

1489. **Bruère, Martha Bensley.** Educating the consumer. Outlook, 102: 29-34, September 7, 1912.

Incidentally discusses the special courses in domestic art and household science given in American colleges and universities.

1490. **Langworthy, Charles F.** State and municipal documents as sources of information for institution managers and other students of home economics. Journal of home economics, 4: 59-73, February 1912.

1491. **Lawrence, Minerva.** Domestic science equipment. Northwest journal of education, 24: 20-21, September 1912.

Equipment for domestic science departments in public schools.

1492. **Ravenhill, Alice** *and* **Schiff, Catherine J.**, *ed.* Household administration, its place in the higher education of women. New York, H. Holt and co., 1911. 324 p. 8°.

"A compilation of papers on different branches of domestic science written by well-known educators in foreign universities . . . The book is, naturally, didactic, but wholesomely so, and suggests a better preparation on the part of all women for the administration of households, direction of servants, and rearing and educating children."—Literary digest, 42: 899, May 6, 1911.

1493. **Trowbridge, Ada Wilson.** The Home school of Providence, Rhode Island. Vocational education, 2: 13-27, September 1912.

"Describes a public school in a city flat building, that is both a home and a school, training girls in living fashion for household occupations."—School review, November 1912, p. 648.

1494. ——— Home schools. School review, 20: 627-30, November 1912.

Author says that to every girl, in whatever walk of life, should be given "the training and education which will awaken her enthusiasm and enchain her interest in the vocation of home-making." Tells of work accomplished in various schools of the country.

PROFESSIONAL EDUCATION (PROFESSIONS AND OCCUPATIONS)

1495. **Lowell, Abbott Lawrence.** College studies and professional training; a statistical study in Harvard university. Educational review, 42: 217–33, October 1911.

Appears in condensed form in Popular science monthly, 79: 514–16, November 1911.

Commerce and Industry

1496. **Brett, George P.** The need of commercial education. Independent, 72: 728–30, April 4, 1912.

The author says that "for the children of our cities, about 90 per cent. of whom leave school at about the age of fourteen and enter business, commercial education is vitally necessary."

1497. **Butler, Elizabeth Beardsley.** Training in salesmanship. *In her* Saleswomen in mercantile stores, Baltimore, 1909. New York, Charities publication committee, 1912. p. 159–73.

Appendix B, What the schools can do to train girls for work in department stores, by Mrs. Lucinda W. Prince, p. 187–93. Appendix C, Salesmanship classes in the store of Hale brothers, San Francisco, Cal., p. 200–5.

1498. **Kaempffert, Waldemar Bernhard.** Training captains of industry in Germany: high schools in which the science of business is taught. Scientific American, 106: 66–67, January 20, 1912.

1499. **Moulton, Leonard B.** A course in salesmanship. School review, 20: 56–59, January 1912.

Methods pursued in the Boston high school of commerce. Boys brought into close contact with successful salesmen.

1500. **White, Frank Marshall.** Business men in the making. Outlook, 98: 989–97, August 26, 1911.

Engineering

1501. **Society for the promotion of engineering education.** Proceedings of the nineteenth annual meeting held in Pittsburgh, Pa., June 27, 28 and 29, 1911. Volume XIX. Ithaca, N. Y., Cornell university, 1912. 522 p. 8°. (H. H. Norris, secretary, Ithaca, N. Y.)

Contains: 1. A. N. Talbot: The engineering teacher and his preparation, p. 22–32. 2. F. N. Raymond: The preparation of written papers in schools of engineering, p. 48–54; Discussion on engineering English, p. 54–90. 3. H. W. Hibbard and H. S. Philbrick: Teaching of scientific shop management, with use of engineering school shops as the laboratory, p. 91–106; Discussion, p. 106–32. 4. Hugo Diemer: Results of experience in teaching scientific shop management, p. 133–45. 5. Report of the Committee on the teaching of mathematics to students of engineering, p. 164–282; Discussion, p. 283–97. 6. Report on entrance requirements and definition of subjects presented by Committee on entrance requirements, p. 330–66; Discussion, p. 367–75. 7. J. M. White: The architecture of engineering schools, p. 387–93. 8. A. L. Williston: Wentworth institute, p. 394–407; Discussion on the architecture of engineering schools, p. 408–25. 9. W. A. Hillebrand and S. B. Charters, Jr.: An engineering course for under-classmen, p. 430–39. 10. E. B. Paine: Electrical engineering instruction, p. 440–56. 11. W. G. Raymond: All-year session, individual instruction: renewed suggestions, p. 457–59; Discussion, p. 460–67. 12. E. B. Raymond: The technical graduate from the point of view of the manufacturer, p. 468–72. 13. C. F. Scott and C. R. Dooley: Adapting technical graduates to the industries, p. 473–79. 14. F. L. Bishop: The cooperative system of engineering education at the University of Pittsburgh, p. 480–85; Discussion, p. 485–500.

1502. **Ellis, Lynn Webster.** Making the tractioneer—school where traction engineering and farming are taught. Scientific American, 126–28, February 10, 1912.

1503. School for traction engineers. Scientific American, 107: 276, October 5, 1912.

Fine Arts

1504. **American federation of arts.** [Synopsis of proceedings of the third annual convention held in Washington, D. C., May 9–11, 1912] Art and progress, 3: 623, June 1912. (Leila Mechlin, secretary, 1741 New York avenue, Washington, D. C.)

1505. **American federation of arts.** [Reports of committees] Art and progress 3: 656–62, July 1912.

1506. **Ashbee, Charles Robert.** Should we stop teaching art? London, B. T. Batsford [pref. 1911] 122 p. 8°.

1507. **Lecoq de Boisbaudran, Horace.** The training of the memory in art and the education of the artist. Tr. from the French by L. D. Luard. London, Macmillan and co., 1911. xxx, 185 p. 12 pl. 8°.

"In this book are included three pamphlets . . . written by . . . an artist and art teacher who approached educational questions from an unusually original and intelligent standpoint."—International studio, 45: 85, November 1911.

Journalism

1508. **Hosmer, G. W.** Pulitzer's ideals for the Columbia school of journalism. American review of reviews, 45: 187–90, February 1912.

1509. The school of journalism of Columbia university. Science, n. s. 36: 470–72, October 11, 1912.

1510. **Slosson, Edwin Emery.** Place of journalism in university education. Independent, 71: 1127–31, November 23, 1911.

1511. ——— The possibility of a university newspaper. Independent, 72: 351–59, February 15, 1912.

Points out the advantages of a newspaper issued under the auspices of a university. No newspaper office could afford a corps of trained specialists, conversant with all branches of human knowledge, like that maintained by a journal published by a university.

Law

1512. **Association of American law schools.** Proceedings of the eleventh annual meeting, held at Boston, Mass., August 28–29, 1911. [n. p., n. d.] 73 p. 8°. (George P. Costigan, jr., secretary-treasurer, Northwestern university school of law, Chicago, Ill.)

Reprinted from the Transactions of the American bar association, for 1911.

Contains: 1. W. R. Vance: The ultimate function of the teacher of law, p. 28–43. 2. Viscount Uchida: The teaching of jurisprudence in Japan, p. 44–58. 3. H. F. Stone: The function of the American university law school, p. 59–73.

1513. **Jones, William Carey.** The problem of the law school. University of California chronicle, 13: 314–25, July 1911.

"An attempt to indicate some of the objects and ideals of a great and sufficient American law school."

Medicine

1514. **American medical association. Council on medical education.** Report of the eighth annual conference, held at Chicago, February 27, 1912. Chicago, The Association, 1912. p. [135]–231. 8°. (American medical association bulletin, v. 7, no. 4, March 15, 1912) (N. P. Colwell, secretary of Council, Chicago, Ill.)

Contains: 1. A. D. Bevan: The modern school of medicine, p. 141–52. 2. N. P. Colwell: The present status of medical education in the United States, p. 153–60. 3. F. G. Hallett: The organization and the system of examinations of the conjoint examining board, p. 160–84; Discussion, p 184–90. 4. K. D. Swartzel: Some administrative phases of entrance requirements, p. 190–99. 5. Reuben Peterson: The relation of the medical school to the hospital or intern year, p. 199–206; Discussion, p. 206–19. 6. E. B. Craighead: Medical education in the South, p. 219–27; Discussion, p. 227–31.

1515. **Association of American medical colleges.** Proceedings of the twenty-first annual meeting, held in Chicago, February 27–28, 1911. 94 p. 8°. (F. C. Zapffe, secretary-treasurer, University of Illinois, Chicago, Ill.)

Contains: 1. J. A. Witherspoon: Cooperation in establishing standards of medical education, p. 5–12. 2. G. E. MacLean: Entrance requirements for admission to the medical course, p. 17–22; Discussion, p. 22–28. 3. C. M. Jackson: The medical college library, p. 29–36. 4. B. D. Harison: Administration of preliminary requirements, p. 37–40. 4. Report of Committee on pedagogics, p. 73–81.

1516. **Association of American medical colleges.** Proceedings of the twenty-second annual meeting, held at Chicago, February 28, 1912. 88 p. 8°. (F. C. Zapffe, secretary-treasurer, University of Illinois medical department, Chicago, Ill.)

Contains: 1. W. P. Harlow: Address of president, p. 5–13. 2. H. A. Christian: General examinations in a medical school: plan of examination recently adopted at Harvard, p. 14–18. 3. C. M. Jackson: On the improvement of medical teaching, p. 19–26. 4. E. P. Lyon: The migration of students. A plea for the individual in education, p. 27–45. 5. J. M. Dodson: The addition of a fifth year to the medical curriculum, p. 46–62.

1517. **Flexner, Abraham.** Medical education in Europe. A report to the Carnegie foundation for the advancement of teaching, with an introduction by H. S. Pritchett. New York city, 1912. xx, 357 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin no. 6)

1518. **Jackson, C. M.** On the improvement of medical education. Science, 35: 566–71, April 12, 1912.

1519. **Matas, Rudolph.** The cinematograph as an aid to medical education and research. New York medical journal, 96: 409–14, 483–88, August 31, September 7, 1912.

Appended to second article is an extensive bibliography.

1520. **Pottinger, Francis M.** Should we expect more than mediocrity from the medical profession? Bulletin of the American academy of medicine, 13: 4–11, February 1912.

Advocates among other things better preliminary training, not only in "the branches which underlie the foundation of medicine, but in the foundation of medicine itself."

1521. Seven years' progress in medical education. Science, n. s., 34: 317–19, September 8, 1911.

1522. Should there be two degrees in medicine. Symposium. Bulletin of the American academy of medicine, 12: 346-73, December, 1911.

Contains: The need of more than one degree in medicine, by Boardman Reed, p. 347–351; Should there be two degrees in medicine, by R. L. Wilbur; Post-graduate degrees in medicine, by A. S. Lobinger; Memoranda in absentia, by George Blumer, etc.

Training of Nurses

1523. **American society of superintendents of training schools for nurses.** Proceedings of the eighteenth annual convention, held at Chicago, Illinois, June 3–5, 1912. Springfield, Mass., Thatcher art printery [1912] 265 p. 8°. (Jessie E. Catton, secretary, Springfield, Mass.)

Contains: 1. Mary J. Hurdley: How can training schools best co-operate with existing educational institutions? p. 26–30. Discussion, p. 30–40. 2. Mary E. Gladwin: The responsibility of trustees to the training school, p. 48–52. Discussion, p. 52–54. 3. Edna L. Foley: What can training schools do to meet the new demands upon nursing? p. 54–58. Discussion, p. 58–65. 4. Report on possibilities of co-operation between schools of nursing and high schools, p. 126–46. 5. Report of Committee on teaching in training schools, p. 146–61. 6. Mary C. Wheeler: Training school inspection, p. 240–44.

1524. **Nutting, Mary Adelaide.** Educational status of nursing. Washington, Government printing office, 1912. 97 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 7)

Music

1525. **Music teachers' national association.** Studies in musical education, history and ethics, sixth series. Papers and proceedings of the Music teachers' national association at its thirty-third annual meeting, University of Michigan, Ann Arbor, Mich., December 26–29, 1911. Hartford, Conn., The Association, 1912. 300 p. 8°. (Allen Spencer, secretary, Kimball Hall, Chicago, Ill.)

Contains: 1. W. A. White: Specific musical education versus culture through music—which? p. 200–3. 2. W. O. Miessner: Specific musical education in the grades, p. 204–11. 3. E. B. Birge: High school music, p. 211–16. 4. R. L. Baldwin: Report concerning the present status of music in the high schools of New England, New York, and New Jersey, p. 217–20.

1526. **Barbour, Florus A.** The educational value of music. Western journal of education (Ypsilanti), 5: 1-12, January 1912.

An address given before the Music section of the Wisconsin state teachers' association, at Milwaukee, November 19, 1911.

1527. **Curtis, Natalie.** Value of music school settlements in large cities. Craftsman, 21: 283-89, December 1911.

1528. **McConathy, Osbourne.** Credits for outside study. Musician, 17: 232-33, April 1912.

1529. ——— Elective music courses. Musician, 17: 594-95, September 1912.

1530. Why American music students should study in America. American review of reviews, 45: 496, April 1912.

Advice of Louise Llewellyn in Musical America.

Theology

1531. **Degert, A.** Histoire des séminaires français jusqu'à la révolution. Paris, G. Beauchesne & cie, 1912. 2 v. 12°.

1532. **Diggle, John William.** Training of the clergy. Contemporary review, 100: 661-70, November 1911.

1533. **Mackenzie, William Douglas.** The standardization of theological education. Religious education, 6: 253-61, August 1911.

NAVAL AND MILITARY EDUCATION

1534. **Mahan, Alfred Thayer.** Naval war college. North American review, 196: 72-84, July 1912.

1535. **Satterlee, Herbert Livingston.** Our great national university. North American review, 195: 266-70, February 1912.

Author maintains that our greatest national university is the navy.

MATHEMATICS: STUDY AND TEACHING

1536. **Cajori, Florian.** A review of three famous attacks upon the study of mathematics as a training of the mind. Popular science monthly, 80: 360-72, April 1912.

Outlines the attacks upon the study of mathematics made by Hamilton, Schopenhauer, and Huxley. States that "the new psychology is not hostile to mathematics, except perhaps to the formal or mechanical parts of algebra."

1537. **Carpenter, A. F.** The importance of mathematical training to science teachers. School science and mathematics, 12: 30-39, January 1912.

Read before the Mathematics science section of the Washington educational association, December 1910.

1538. **Griggs, A. O.** The pedagogy of mathematics. Pedagogical seminary, 19: 350-75, September 1912.

Bibliography: p. 374-75.

"A critical study of the methods of teaching mathematics, specially in the early years."—School review, November 1912, p. 646.

1539. **Hawkes, H. E.** Educational values in mathematical teaching. Educational review, 43: 267-73, March 1912.

1540. **International commission on the teaching of mathematics.** Examinations in mathematics other than those set by the teacher for his own classes. Washington, Government printing office, 1911. 72 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 8) (The American report. Committee no. vii)

1541. ——— Graduate work in mathematics in universities and in other institutions of like grade in the United States. Washington, Government printing office, 1911. 63 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 6) (The American report. Committee no. xii)

Report also in Science, n. s., 34: 853-64, December 22, 1911.

1542. **International commission on the teaching of mathematics.** Influences tending to improve the work of the teachers of mathematics. Washington, Government printing office, 1912. 47 p. 8°. (U.S. Bureau of education. Bulletin, 1912, no. 13) (The American report. Committee no. viii)

1543. ——— Mathematics at West Point and Annapolis. Washington, Government printing office, 1912. 25 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 2) (The American report. Committee no. xi)

1544. ——— Mathematics in the elementary schools of the United States. Washington, Government printing office, 1911. 185 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 13) (The American report. Committees i and ii)

1545. ——— Mathematics in the public and private secondary schools of the United States. Washington, Government printing office, 1911. 187 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 16) (The American report. Committees iii and iv)

1546. ——— Mathematics in the technical secondary schools in the United States. Washington, Government printing office, 1912. 35 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 4) (The American report. Committee no. vi)

1547 ——— Mathematics in the technological schools of collegiate grade in the United States. Washington, Government printing office, 1911. 44 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 9) (The American report. Committee no. ix)

1548. ——— Report of the American commissioners. Washington, Government printing office, 1912. 84 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 14)

Contains index to all reports of American commissioners and committees published as Bulletins of the Bureau of education.

1549. ——— The teaching of mathematics in the normal schools of the United States. Preliminary report of Committee appointed by the American commissioners of the International commission on the teaching of mathematics. School science and mathematics, 12: 213–24, March 1912.

1550. ——— Training of teachers of elementary and secondary mathematics . . . Washington, Government printing office, 1911. 23 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 12) (The Americanre port. Committee no. v.)

1551. ——— Undergraduate work in mathematics in colleges of liberal arts and universities. Washington, Government printing office, 1911. 30 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 7) (The American report. Committee no. x)

1552. **Keyser, Cassius J.** The humanisation of the teaching of mathematics. Educational review, 44: 140–56, September 1912.

"To humanise the teaching of mathematics means so to present the subject, so to interpret its ideas and doctrines, that they shall appeal, not merely to the computatory faculty or to the logical faculty but to all the great powers and interests of the human mind."

V. EDUCATION OF WOMEN

1553. **Association of collegiate alumnae.** [Proceedings of the thirtieth annual meeting, held in New York city, October 24–26, 1911] Journal of the Association of collegiate alumnae, 5: nos. 2–4, March–May 1912.

Number 2 contains minutes and reports. Numbers 3 and 4 contain: 1. Felix Adler: Differentiation of college education for women.—2. Elizabeth K. Adams: The vocational opportunities of the college of liberal arts.—3. F. A. Parsons: A rational application of art to daily life. 4.—Ethel P. Howes: The intention of the college curriculum.—5. Mabel P. Huddleston: Modification of college entrance requirements.—6. Marion Talbot: Report upon the entrance requirements and curriculum of the University of Chicago.—7. W. H. Allen: "Scientific management" in volunteer public service.

1554. **Association of head mistresses.** Report, 1912. [London, C. North, The Blackheath press, S. E., 1912] 99 p. 8°. (Miss R. Young, secretary, 92 Victoria street, Westminster, S. W., England)

1555. **Southern association of college women.** Eighth report . . . 1911. [Nashville, Tenn., Press of Smith & Lamar, 1911] 63 p. 12°. (Caroline Carpenter, secretary-treasurer, Knoxville, Tenn.)

1556. ——— Proceedings of the ninth annual meeting, Nashville, Tenn., April 3-5, [1912] Raleigh, Commercial printing co. [1912] 48 p. 8°. (Elizabeth A. Colton, secretary, Meredith College, Raleigh, N. C.)

Contains: 1. K. C. Babcock: Classification of colleges, p. 7-18. 2. Elizabeth A. Colton: Report on standards of Southern colleges for women (condensed), p. 18-25. 3. Mary L. Harkness: The college course for women, p. 25-39.

1557. **Women's educational and industrial union, Boston, Mass.** Thirty-third annual report . . . for the year 1910-1911. Boston, Mass., 1912. 76 p. 8°. (Melita Knowles, secretary, 264 Boylston street, Boston, Mass.)

1558. **Aron, Marguerite.** Le journal d'une Sévrienne. Paris, F. Alcan, 1912. xi, 240 p. 12°.

A record of the life of a student at the Sevres normal school, and of her subsequent experiences in the lycée. The book is dedicated to M. Camille Sée, the promoter of secondary education for women in France.

1559. **Briggs, LeBaron R.** Girls and education. Boston and New York, Houghton Mifflin company, 1911. 162 p. 12°.

CONTENTS.—1. To the girl who would cultivate herself.—2. To schoolgirls at graduation.—3. To college girls.—4. College teachers and college taught.

1560. **Burton, Margaret E.** The education of women in China. New York [etc.] F. H. Revell co. [1911] 232 p. illus. 8°.

"Treats the conditions among women before the entrance of western influences, and the conditions of the present system of education among them."—Book review digest, v. 8, no. 12, p. 68.

"It is an illuminating treatment of a most timely subject, and should have a wide influence."—Biblical world, 39: 144, February 1912.

1561. **Carter, Charles Frederick.** Training women to manual labor. Technical world, 18: 459-60, December 1912.

1562. **Colton, Elizabeth A.** Standards of Southern colleges for women. School review, 20: 458-75, September 1912.

1563. **Frauendienst, Wilhelm.** Die pflichtfortbildungsschule für mädchen in Berlin. Pädagogische zeitung, 41: 773-77, October 3, 1912.

The same subject is discussed in Die lehrerin, 29: 235, October 19, 1912.

1564. **Galbraith, Anna Mary.** Personal hygiene and physical training for women. Philadelphia and London, W. B. Saunders co., 1911. 371 p. illus., plates. 8°.

"Most of the subjects dealt with are treated in an original and illuminative manner; and hygienic rules are accompanied, when necessary to their perfect understanding, by minute explanatory details, as well as by convincing reasons for their observance." New York Times, 16: 180, March 26, 1911.

"It would be a good book for every educated woman to have for her own guidance, and teachers and social workers of every kind would find it useful in their relations with girls."—Survey, 26:71, April 1, 1911.

1565. **Hard, William.** The women of tomorrow. New York, The Baker & Taylor company, 1911. xi, 211 p. illus. 8°.

"Originally magazine articles, Mr. Hard's chapters are a unit in being sound economics and sociology on the woman question."—Charles Zueblin in Introd.

1566. **Harkness, Mary Leal.** The college course for women. Independent, 73: 240-43, August 1, 1912.

The writer declares that "the last and least thing that needs to be taught to young girls is that marriage, motherhood, and the care of the home form the one real vocation of womankind, and that any other callings in which they may engage are unfortunate makeshifts arising from their having missed the sole divinely appointed one."

1567. **Hildreth, Helen R.** Four months in a girls' trade school. Vocational education, 1: 305–15, May 1912.

Gives the experience of Miss Helen R. Hildreth in inaugurating the school at New Britain, Conn. It will answer many of the perplexing questions that frequently arise among those who are interested in definite plans looking to the opening of courses for girls.

1568. **Leahy, E. M.** Some aims in the education of girls. Educational foundations, 23: 270–81, January 1912.

"Paper read at a meeting of the Croydon branch of the Parents' educational union."

1569. **Marks, Jeanette.** A girl's student days and after. With an introduction by Mary Emma Woolley, president of Mt. Holyoke college. New York, Chicago [etc.] F. H. Revell co., [1911] 124 p. 12°.

Wise and forceful suggestions for girls who would make their school and college days count for more, both while they last and as preparation for the work that is to follow.

1570. **Montier, Edward.** De l'éducation sociale et sentimentale des filles. Paris, Société française d'imprimerie et de librairie, 1911. 2 v. in 1. 12°.

1571. **Nearing, Scott,** *and* **Nearing, Nellie M. S.** Woman and social progress. A discussion of the biologic, domestic, industrial, and social possibilities of American women. New York, The Macmillan company, 1912. xii, 285 p. 12°.

Contains: The new social environment, p. 88–127, including Home training of the girl, School training, College education, Training for professions, and Woman's industrial field. Opportunities in education, p. 196–216, including Child training in the home and School training.

1572. **Ortmann, Rudolf.** Die neuordnung des höheren mädchenschulwesens (der mädchenlyzeen) in Österreich. Frauenbildung, 11: 453–64, heft 10, 1912.

A careful description of recent changes in methods and curricula in the higher schools for women in Austria.

1573. **Otto,** *Miss* **T. M.** Making over the middle years of our school system to meet the needs of girls. Sierra educational news, 8: 95–100, February 1912.

1574. **Rickert, Martha Edith.** What has college done for girls? Ladies' home journal, 29: 11–12, 9, 15–16, 23–24, January–April, 1912.

1575. **Rolker, A. W.** The college woman in business. Good housekeeping, 53: 147–53, August 1911.

1576. **Spencer,** *Mrs.* **Anna (Garlin)** The school and the feminine ideal. Forum, 47: 589–605, 702–14, May, June 1912.

1577. **Strassburger, Ferdinand.** Die mädchenerziehung in der geschichte der pädagogik des 17. und 18. jahrhunderts in Frankreich und Deutschland. Strassburg, J. Singer, 1911. 188 p. 8°.

1578. **Stuart, Janet Erskine.** The education of Catholic girls. London, New York [etc.] Longmans, Green and co., 1911. xv, 243 p. 12°.

"Discusses the relative importance which should be accorded in the training of Catholic young women to religion, the building of character, Catholic philosophy and history."—New York Times, 16: 846, December 24, 1911.

1579. **Taylor, James M.** College education for girls in America. Educational review, 44: 217–33, 325–47, October–November 1912.

History of higher education of girls, prior to the opening of Vassar college.

1580. **Viales, A.** La première année d'éducation et d'enseignement postscolaires des jeunes filles en 32 réunions. Millau, Bernat & Vent, 1911. 186 p. 8°.

1581. **Wilson, Helen Hay.** Education of daughters. Harper's magazine, 123: 780–85, October 1911.

COEDUCATION

1582. **Blanc y Benet, José.** Ensayo critico sobre la coeducación de los sexos; conferencias dadas en la Sociedad médico-farmacéutica de los Santos Cosme y Damián. Barcelona, P. Sanmarti [1912] 248 p. 12°.

1583. **Hurt, H. W.** Sex differentiation in German secondary curricula. School and home education, 32: 53–59, October 1912.

1584. **Poirson, S.** La co-éducation. Paris, H. Paulin et cie., 1911. 279 p. 12°.
Does not aim to solve the problem, but merely to throw light upon the subject by presenting the facts, most of which seem to the author to favor coeducation.

1585. **Rice, Richard,** *jr.* Educational value of coeducation. Independent, 73: 1304–6, December 5, 1912.

VI. SPECIAL CLASSES OF PERSONS

INDIANS

1586. **Lake Mohonk conference of friends of the Indian and other dependent peoples.** Report of the twenty-ninth annual conference, October 18th, 19th, and 20th, 1911. Published by the Lake Mohonk conference of friends of the Indian and other dependent peoples, 1911. 248 p. 8°. (Henry S. Haskins, secretary, Mohonk Lake, N. Y.)
Contains: 1. S. J. Nori: The Carlisle graduate and the returned students, p. 24–29. 2. H. B. Peairs: Educational activities in the Indian service, p. 36–38. 3. William Hamilton: The work of the Bureau of Education in Alaska, p. 67–75. 4. H. M. MacCracken: A comparison of government education in the Philippines and in India, p. 98–113. 5. G. W. Briggs: Are the schools in the Philippines meeting the demands in respect of industrial and technical training? p. 132–38. 6. J. F. Connolly: The Philippine district school, p. 155–60. 7. M. G. Brumbaugh: The beginnings of education under civil law in Porto Rico (1900–02), p. 174–79. 8. E. G. Dexter: Present educational conditions in Porto Rico, p. 180–86.

1587. **Eastman, Charles Alexander (Ohiyesa).** Education without books. Craftsman, 21: 372–77, January 1912.

1588. Indian government schools. Outlook, 100: 718–19, March 30, 1912.

NEGROES

1589. **National association of teachers in colored schools.** Proceedings of the eighth annual session . . . held in St. Louis, Missouri, July 26–30, 1911. [Hampton, Va.] Press of the Hampton institute, 1912. 36 p. 8°. (J. R. E. Lee, secretary, Tuskegee institute, Ala.)
Contains: W. T. B. Williams: The outlook in negro education, p. 12–30. (Also in Southern workman, 40: 638–52, November 1911)

1590. **Abbott, Lyman.** Letters to unknown friends: negro education. Outlook, 100: 115–16, January 20, 1912.

1591. **Holt, Elizabeth G.** Negro industrial training in the public schools of Augusta, Ga. Journal of home economics, 4: 315–23, October 1912.

1592. **Jones, Thomas Jesse.** Negroes and the census of 1910. Reprinted from the Southern workman for August 1912. [Hampton, Va., 1912] 16 p. 8°.

1593. Negro public schools. Independent, 73: 217–19, July 25, 1912.

1594. **Roeckel, P.** L'éducation sociale des races noires. Paris, V. Giard & E. Brière, 1911. 296 p. 12°. (Encyclopédie internationale d'assistance, prévoyance, hygiène sociale et démographie, directeur: Dr. A. Marie. <Démographie> III)

1595. Supervision of negro rural schools. Southern workman, 41: 219–27, April 1912.
Papers read at a meeting of negro state teachers and school improvement leagues of Virginia held at Lynchburg, February 23, 1912.

1596. **Sutton, William Seneca.** The education of the southern negro. Austin, Tex., University of Texas, 1912. 24 p. 8°. (Bulletin of the University of Texas. no. 221. General ser. 23)
"References": p. 19–24.

1597. **Thirkield, Wilbur P.** The higher education of the negro. Religious education, 6: 420–23, December 1911.

Arguments in favor of higher education of the negro, as really essential to permanent and effective results in elementary training and to the industrial and civic future of the race.

1598. **Washington, Booker T.** Is the negro having a fair chance? Century magazine, 85: 46–55, November 1912.

Discusses various phases of the subject. Lays emphasis on "the lack of a 'square deal' in education," as regards the southern negro.

1599. ——— My larger education; being chapters from experience. New York, Doubleday, Page & Co., 1911. viii, 313 p. 8°.

1600. ——— The negro and illiteracy. Independent, 73: 766–68, October 3, 1912.

Gives statistics based on the last Federal census. "The figures, just published, show that at the present time 69.5, practically 70 per cent, of the colored people of the United States can both read and write."

1601. **Weatherford, W. D.** Negro training in the South. Southern workman, 41: 550–58, October 1912.

ORIENTALS

1602. **Hibben, John Grier.** The Chinese student in America. North American review, 195: 56–65, January 1912.

An address delivered before the Chinese students' alliance at Princeton university, August 30, 1911. The Oriental student is warned against "the danger of a superficial understanding as regards both the content and the significance of knowledge."

1603. **Utsurikawa, Nenozo.** The status of Japanese students in America past and present. Education, 33: 144–49, November 1912.

Gives number of students, with sketches of some of the notable graduates of American institutions.

IMMIGRANTS AND CHILDREN OF IMMIGRANTS

1604. **Hayford, Leslie.** The foreign child and the public school . . . part of an address delivered in Boston, November 11, 1910. Boston, Mass., North American civic league for immigrants [1911?] [6] p. 8°.

1605. **Pinkham, Colburn.** Educate the immigrant. Outlook, 99: 384–87, October 14, 1911.

EXCEPTIONAL CHILDREN

1606. **National association for the study and education of exceptional children.** Proceedings of the second annual conference on the problem of the exceptional child, December first and second, 1911. [Plainfield, N. J., Courier-News job print, 1912] 190 p. 8°.

Contains: 1. J. J. Cronin: The relation of exceptional physical conditions to exceptional mental conditions, 57–63. 2. M. P. E. Groszmann: The backward child vs. the feeble-minded child, p. 73–80. 3. G. P. Barth: Educational needs of various kinds of exceptional children, p. 84–87. 4. Richard Welling: How to socialize the unsocialized child. Constructive attitude towards pseudo-atypical children, p. 91–99. 5. L. P. Ayres: The identification, location and enumeration of the misfit child in the public schools, p. 103–11. 6. F. C. Lewis: The exceptional child in the private school, p. 113–16. 7. George Meylan: Some observation on the value of physical activities in the education of atypical boys, p. 117–20. 8. F. E. Bolton: The relation of the state to the education of exceptional children, p. 121–27. 9. C. A. Eaton: Faulty home education as a case of exceptional development, p. 144–47. 10. J. M. Fletcher: Speech defects in children, p. 148–59.

1607. **Bolton, Frederick E.** Public education of exceptional children. Educational review, 44: 62–69, June 1912.

Suggests lines of development for the care and training of exceptional children.

1608. **Dorr, Rheta Childe.** The child that is different. Century magazine, 83: 924–30, April 1912.

A study of exceptional children.

1609. **Downes, Frederick E.** Seven years with unusually gifted pupils. Psychological clinic, 6: 13–17, March 1912.

Experience in the schools of Harrisburg, Pa. Reprinted.

1610. **Holmes, W. H.** Promotion classes for gifted pupils. Journal of education, 75: 376–79, April 4, 1912.

1611. **Sakaki, Yasusaburo.** Some studies on so-called "abnormally intelligent" pupils. Psychological clinic, 6: 18–25, March 1912.

"Translated from Internationales archiv für schulhygiene, by William A. Stecher, director of physical education, Philadelphia, Pa."

Gives "some results of experimental research dealing with the so-called abnormally intelligent pupils."

1612. **Unrich, Flora.** A year's work in a "superior" class. Psychological clinic, 5: 245–50, January 15, 1912.

The methods used and the results obtained in a class for exceptionally bright pupils in the Eleventh district school, Cincinnati, Ohio.

1613. **Van Sickle, James Hixon; Witmer, Lightner** *and* **Ayres, Leonard Porter.** Provision for exceptional children in public schools. Washington, Government printing office, 1911. 92 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 14)

1614. **Washburn, W. C.** Special provision for the bright pupil. Popular educator, 30: 5–6, September 1912.

1615. **Whitney, Frank P.** Equality and the schools. Education, 33: 84–90, October 1912.

Raises the question whether in the present zeal "for educating the submerged tenth we are doing our duty by that considerable fraction at the other end of our social and intellectual scale."

1616. **Zauck, C.** Sonderklassen für hervorragend begabte schüler. Pädagogische zeitung, 41: 109–12, February 15, 1912.

Die kehrseite, by C. L. A. Pretzel, follows, p. 112–14.

PHYSICALLY DEFECTIVE CHILDREN.

1617. **Danneman, Adolf,** *and others, eds.* Enzyklopädisches handbuch der heilpädagogik. Halle a. S., C. Marhold, 1911. 4 p., 1974 numb. col. 8°.

1618. **Levine, Michael.** Preliminary report on the treatment of stuttering, stammering, and lisping in a New York school. Psychological clinic, 6: 93–106, June 1912.

Bibliography: p. 106.

1619. **Wettstein, Carl T.** Schools for defective children in Europe. Educational review, 43: 49–61, January 1912.

A report made to the school board of Milwaukee, Wis., by Mr. Wettstein, principal of the Milwaukee day school for the deaf.

CRIPPLED CHILDREN

1620. **McMurtrie, Douglas C.** Educating the crippled child. Education, 32: 636–42, June 1912.

Lays stress on the question of industrial training of crippled children.

1621. ——— The education of cripples in the United States. School hygiene (London) 3: 17–23, February 1912.

THE DEAF

1622. **American association to promote the teaching of speech to the deaf.** Proceedings of the ninth summer meeting, Providence, R. I., June 25, 1912. Volta review, 14: 379–527, November 1912. (Harris Taylor, secretary, Volta Bureau, Washington, D. C.)

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INDEX.

[The numbers refer to items, not to page. Names of persons about whom articles or books are written, and references to subjects, are printed in small capitals.]

A.

Abbott, A. H., 120.
Abbott, Allan, 710.
Abbott, Lyman, 1203, 1590.
Abel, Mary H., 1487.
ACADEMIES, old New England, 166.
Ackroyd, Mabel B., 485.
Adams, Edith E., 486.
Adams, John, 317–318.
ADMINISTRATION, colleges and universities, 889–903. *See also* SCHOOL ADMINISTRATION.
ADMISSION REQUIREMENTS. *See* COLLEGE ENTRANCE REQUIREMENTS.
Affleck, G. B., 34.
AGE. *See* SCHOOL AGE.
AGRICULTURAL EDUCATION, 1–3, 50 (93–97), 52 (42), 666–671, 795–799, 1474–1485.
Aiton, G. B., 163.
Alabama educational association, 53 (1–16).
Alan, J. S., 376.
Alderman, E. A., 303.
Alderman, L. R., 50 (98), 1250.
Alexander, Alice, 624.
Alexander, *Mrs.* C. B. S., 1139.
Alexander, J. L., 1262.
Aley, R. J., 50 (28), 50 (35).
ALL-YEAR-ROUND SCHOOLS, 50 (16).
Allen, H. R., 1166.
Allen, J. H., 1204.
Allen, W. H., 49 (1), 121, 1251.
Allinson, F. G., 929, 1372.
Allison, S. B., 319, 1392.
Alton, Margaret, 711.
American association of farmers' institute workers, 1474.
American association to promote the teaching of speech to the deaf, 1622.
American federation of arts, 1504–1505.
American home economics association, 1486.
American institute of instruction, 49.
American instructors of the deaf, 1623.
American library association, 1656.
American medical association. Council on medical education, 1514.
American nature-study society, 640.
American school hygiene association, 1097.
American school peace league, 1368.
American society of superintendents of training schools for nurses, 1523.
American sociological society, 935.
Amieux, A., 232.
ANCIENT LANGUAGES, 737–748.
Anderson, *Mrs.* J. S., 518.
Anderson, L. F., 1393, 1441.
Anderson, Meta L., 1630.
Anderson, Stonewall, 1360.
Andress, J. M., 838–839, 1350.
Andrews, A. P., 1035.
Andrews, Charleton, 404.
Andrews, E. B., 560.
Andrews, Fannie F., 33, 50 (15), 1170.
Angell, J. B., 301, 320.
Angell, J. R., 911.
ARCHITECTURE. *See* COLLEGE ARCHITECTURE; SCHOOL ARCHITECTURE.
ARGENTINE REPUBLIC, universities, 198.
ARITHMETIC, 648–653; Courtis tests, 427–428.
ARKANSAS, bibliography of education, 14; history of public schools, 148.
Arkansas state teachers' association, 54 (1–18).
Armstrong, A. C., 262.
Armstrong, E. C., 727.
Armstrong, L. E., 1008.
Arnold, F. R., 314.
Arnold, J. K., 291.
Arnold, Matthew, 321.
Aron, Marguerite, 1558.
ARTS. *See* FINE ARTS.
Ashbee, C. R., 1506.
Ashley, M. L., 840.
Ashton, Leonora S., 662.
ASIA, history of education, 273.
Aspinwall, W. B., 106.
Associated academic principals and Council of elementary school principals and teachers, 55 (1–22).
Association of American agricultural colleges and experiment stations, 1475.
Association of American law schools, 1512.
Association of American medical colleges, 1515–1516.
Association of American universities, 855.
Association of colleges and preparatory schools of the middle states and Maryland, 856.
Association of colleges and preparatory schools of the Southern states, 857.
Association of collegiate alumnæ, 1553.
Association of head mistresses, 1554.
Association of history teachers of the middle states and Maryland, 749.
Association of mathematical teachers in New England, 756.
ASSOCIATIONS, SOCIETIES, AND CONFERENCES, foreign, 96–98; national, 49–52; state and local, 53–95.
ATHLETICS, colleges, 1155–1165; public schools, 1166–1169. *See also* PHYSICAL EDUCATION.
ATTENDANCE, 1066–1072.
Austin, Gertrude, 267.
AUSTRIA, schools for weaving, 231.
Avery, L. B., 50 (77).
Avery, Samuel, 50 (6).
Aydelotte, Frank, 936.
Ayre, G. B., 1311.
Ayres, L. P., 50 (15) (70) (72), 122, 613, 969, 1040, 1073, 1613.
Ayres, May, 123–124.

B.

Babcock, E. B., 666, 1133, 1476.
Babcock, K. C., 17[illegible]
Bachman, F. P., 970.
BACKWARD CHILDREN, 50 (86–91); England, 97 (8–11). *See also* FEEBLE-MINDED CHILDREN.
Baege, F. P., 243.
Bagley, W. C., 422–423.
Bailey, Carolyn S., 488.
Bailey, H. T., 164.
Bailey, L. H., 561.
Bailey, W. B., 960.
Bain, H. F., 1703.
Baker, J. H., 50 (3).
Baker, N. R., 562.
Baldwin, B. T., 322.
Ball, Allan, 233, 1373.
Ball, Katherine M., 654.
BALTIMORE, MD., schools, 144.
Bancroft, J. H., 478–479.
Barbagallo, Corrado, 112.
Barbour, F. A., 1526.
Bardeen, C. W., 829.
Barnes, C. W., 50 (23).
Barnes, Earl, 323.
Barrère, Jeanne, 519.
Barrett, E. B., 424.
Barrett, H. M., 50 (40).
Barth, Paul, 107.
Bartlett, A. E., 1374.
BATAVIA PLAN, 402.
Bates, Esther W., 1171.
Beard, E. J. H., 605.
Beard, Frederica, 1322.
Becht, J. G., 830, 1140.
Beetz, K. O., 1361.
BELGIUM, Roman Catholic schools, 266.
Bennett, C. A., 1394, 1429.
Benson, A. C., 222, 1312.
Benson, A. L., 405.
Bentley, R. C., 50 (41).
Benton, G. P., 50 (10).
Berkey, J. M., 1024.
Berle, A. A., 397.
BERLIN, education, 20.
BERLIN. UNIVERSITÄT, 1698.
Bernard, C. A., 50 (66).
Berry, C. S., 425.
Berry, Graham, 1236.
Betts, G. H., 1206.
Beveridge, J. H., 802.
BIBLIOGRAPHY, 1–45.
Bicknell, T. W., 841.
Billick, George, 563.
BINET TESTS, 50 (68), 421, 425, 448–449, 452.
BIOGRAPHY, 298–316.
BIOLOGY, 790–791.
Birch, A. C., 641.
Birchenough, C., 380.
Birdseye, C. F., 930.
Bishop, E. C., 50 (96).
Björkman, *Mrs.* F. M., 1631.
Blackshear, E. L., 324.
Blaine, *Mrs.* Emmons, 50 (4).
Blair, F. G., 50 (8).
Blaisdell, T. C., 1362.
Blake, Katherine D., 50 (7).
Blan, L. B., 1041.
Blanc y Benet, José, 1582.
Blanco y Sanchez, Rufino, 325.
Bliss, D. C., 712.
Bliss, H. E., 1657.
Bloch, Maurice, 298.
Bloomfield, Meyer, 197.
Bobbitt, J. F., 125, 1014, 1237.
Boggs, L. P., 1704.
Bolce, Harold, 1488.
Bole, S. J., 831, 998.
BOLIVIA, higher education, 202.
Bolton, F. E., 1607.
Bonnell, Clarence, 1430.
Bonser, F. G., 553.
Boone, R. G., 50 (29), 489.
Booth, W. S., 585.
BOTANY, 789.
Botsford, Rosamund, 234.
Boughton, Alice C., 1120.
Bourne, R. S., 860–861.
Boutroux, Emile, 305.
Bowden, Josephine H., 610.
Bowen, W. P., 1141.
Bowers, F. T., 919.
Boyce, A. C., 832.
Boyce, Ella R., 490.
Boyd, William, 326.
Boynton, P. H., 713.
Bradford, Mary D., 491.
Brandl, Hermann, 244.
Brandon, E. E., 198–203, 1692.
Bray, W. J., 785.
BRAZIL, education, 206.
Brecheen, T. L., 50 (66).
Breitenbach, H. P., 999.
Brett, G. P., 1496.
Bricker, G. A., 667–669, 809.
Briggs, Le B. R., 1559.
British association for the advancement of science (section L), 96 (1–4).
Brogden, L. C., 1015.
Bronk, Isabelle, 728.
Brown, E. E., 50 (12), 1263.
Brown, Frances J., 737.
Brown, G. L., 631.
Brown, H. A., 564–565.
Brown, H. G., 1172.
Brown, S. H., 1112.
Brown, S. W., 19, 1352.
Brown university teachers' association, 56 (1–5).
Brownlee, Jane, 1285.
Brubacher, A. R., 818.
Bruce, H. A., 455.
Bruce, L. H., 1173.
Bruchmann, K., 456.
Bruère, Martha B., 1422, 1489.
Bruère, R. W., 152.
Brumbaugh, M. G., 50 (20).
Bruner, F. G., 50 (71), 1632.
Bruns, J., 1633.
Bryan, E. B., 377.
Bryan, W. L., 889.
Bryant, Louise S., 39, 1121.
Bryant, *Mrs.* S. W., 1286.
Büttner, Hermann, 245.
Buisson, F. E., 103, 235.

Bullock, *Mrs.* H. H., 520.
Bulluck, E. S., 1127.
BUREAU OF EDUCATION. *See* UNITED STATES BUREAU OF EDUCATION.
Bureau of municipal research, New York, 1207.
Burgerstein, Leo, 1098.
Burgess, T. C., 1155.
Burk, Frederic, 50 (78), 705.
Burnham, Ernest, 566.
Burnham, W. H., 1099.
Burnhausen, Karl, 1338.
Burns, J. A., 1363–1365.
Burritt, B. B., 961.
Burrows, Herbert, 521.
Burstall, Sara A., 223.
Burton, Margaret E., 1560.
BUSINESS EDUCATION. *See* COMMERCIAL EDUCATION.
Butler, Elizabeth B., 1497.
Butler, N. M., 862, 971, 1339.
Butler, Nathaniel, 912.
Buttenweiser, Ellen C., 457.

C.

Cabot, A. T., 1128.
Cabot, *Mrs.* E. L., 1287.
Cajori, Florian, 1536.
Caldwell, J. H., 567.
Caldwell, O. N., 1134.
Caldwell, O. W., 50 (28) (39).
California. University. Council of education, 822.
Call, A. D., 458, 1395.
Calò, Giovanni, 328.
CAMBRIDGE UNIVERSITY, 1693.
Cameron, Norman, 1025.
CANADA, history of education, 193–196; universities, 1691.
Cann, A. L., 810.
Cannon, Addie, 204.
Capen, S. P., 890.
Cary, C. P., 50 (12).
Carey, W. M., 636.
Carley, Pearl B., 632.
Carmack, H. E., 1323.
CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, 122, 863–864.
CARNEGIE INSTITUTION, history, 122.
Carpenter, A. F., 1537.
Carpenter, Rhys, 1696.
Carpenter, W. H., 171.
Carr, J. W., 50 (21).
Carson, G. E. St. L., 769.
Carter, C. F., 1561.
Castle, W. R., *jr.*, 1179.
Catholic educational association, 1359.
Cattell, J. McK., 891.
Central association of science and mathematics teachers, 776.
CERTIFICATES. *See* TEACHERS' CERTIFICATES.
Chadsey, C. E., 50 (12).
Chancellor, W. E., 885, 1000.
Chapin, F. S., 1208.
Chaplain, Alexandria, 1431.
Chapman, Arthur, 1080.
CHARLOTTENBURG PHYSICAL-TECHNICAL INSTITUTE, 1699.
Charters, W. W., 378, 1016.
CHAUTAUQUAS, 1651–1652.
Chavernac, P., 40, 1119.
CHEMISTRY, 784–788.
Chicago child welfare exhibit, 1260.
Chicago city club, 1396.
Chicago school of civics and philanthropy, 1423.
CHICAGO. UNIVERSITY, 57, 1675–1676; admission requirements, 50 (39).
Chilcott, C. M., 757.
CHILD LABOR, 1260–1281.
CHILD PSYCHOLOGY, 473–477.
CHILD STUDY, 4–6, 455–472.
CHILD WELFARE, 1260–1281.
CHILDREN'S LITERATURE, 7.
Childs, W. M., 865.
CHILE. UNIVERSITY, 1692.
CHINA, bibliography of education, 15; history of education, 274–280; universities, 1704–1705.
CHINESE STUDENTS, in America, 1602.
CHRISTIANI. UNIVERSITY, 1700.
Chubb, Percival, 714, 1174.
Churchman, P. H., 892.
Cincinnati kindergarten association, 483.
Cipriani, Charlotte J., 729.
CITIZENSHIP. *See* CIVICS.
City club of Chicago, 1396.
CIVICS, 752, 1208–1231.
Claparède, Édouard, 473.
Clark, A. B., 50 (56).
Clark, Frances E., 50 (61), 407.
Clark, G. A., 50 (64), 803.
CLARK, H. J., 302.
Clark, Matie P., 50 (55).
Clark, S. H., 947.
CLARK UNIVERSITY, 4.
Clarke, J. R., 669.
Class, P., 833.
CLASSIFICATION AND GRADING, 1024–1084.
Claxton, P. P., 55 (1), 94 (11).
Cleaver, W. G., 811.
Clement, J. A., 1026.
Cloud, Emma, 1027.
Cody, Sherwin, 50 (63), 625.
Coe, G. A., 50 (24).
COEDUCATION, 1582–1585.
Coffman, L. D., 796.
Colby, L. B., 1686.
Coleman, S. E., 780.
Coler, B. S., 1209.
COLLEGE ENTRANCE REQUIREMENTS, 50 (37), (52), 52 (34), 919–949.
COLLEGES AND UNIVERSITIES, 50 (10), 855–888, 1675–1690; articulation with secondary schools, 50 (28) (37), 911–918; Canada, 193, 195, 1691; classification, 170; curriculum, 929–949; degrees, 950–954; entrance requirements, 919–928; ethical significance, 52 (7); faculties, 904–910; fellowships and scholarships, 955–958; graduates, 959–968; religious education, 1338–1349; supervision and administration 889–903. *See also* STUDENT LIFE AND CUSTOMS, UNIVERSITIES, *and under countries.*
Collins, J. S., 126.
COLONIAL EDUCATION, 120.
Colton, Elizabeth A., 1562.
COLUMBIA UNIVERSITY, 1677–1678.
Columbia university. Teachers college, 28.
Colvin, S. S., 426, 1028.

COMMERCIAL EDUCATION, 50 (63–67), 801–806, 1496–1500.
COMMUNITY WORK, 50 (97).
Compayré, Gabriel, 304, 1288.
COMPOSITION AND LANGUAGE STUDY, 624–637, 715, 717.
Comstock, *Mrs.* A. B., 31, 642.
Conference for education in Texas, 58 (1–5).
Connelley, C. B., 50 (50).
Constantine, *Brother*, 379.
Consumers' league of Connecticut, 1397.
CONTINUATION SCHOOLS, 1644–1650.
Cook, J. W., 127.
Cook, W. A., 618, 1066.
Cooke, Flora J., 308.
Cooley, E. G., 1398–1399, 1644–1646.
Cooper, C. S., 866, 1180.
Cooper, F. I., 1061.
Cooperative education association of Virginia, 59 (1–2).
Cope, H. F., 1324.
Cope, J. Q., 1264.
Corcoran, J. A., 1142.
Corcoran, Timothy, 1375.
Cornell, W. S., 1113.
Cosby, Byron, 648, 770.
COSTA RICA, education, 199.
COURSES OF STUDY, elementary schools, 50 (33), 605–684; high schools, 52 (37), 705–808. *See also under special topics.*
Courtis, S. A., 427–428.
COURTIS TESTS, arithmetic, 427–428.
Cousinet, Roger, 1075–1079.
Craick, W. A., 193.
Craig, Anne T., 1175, 1252.
Craig, W. J., 815.
Crampton, C. W., 1156.
Crane, Frank, 128.
Crane, Julia E., 50 (58).
Crawshaw, F. D., 1432, 1442.
Creagh, J. T., 867.
CRIPPLED CHILDREN, 1620–1621.
Crocheron, B. H., 568.
Crosby, D. J., 569.
Crossley, M. L., 868.
Cubberley, E. P., 571.
Curami, G. B., 329.
Curran, Margaret C., 1122, 1238.
CURRICULUM, colleges and universities, 929–949. *See also* COURSES OF STUDY.
Currier, C. W., 206.
CURRY, J. L. M., 308.
Curtis, H. S., 1143–1145.
Curtis, Natalie, 1527.
Cutter, I. S., 1114.

D.

Dabney, C. W., 129, 571.
Daggett, Mabel P., 1253, 1265.
Dakin, W. S., 1400.
Daniell, G. F., 1469.
Dann, Hollis, 663.
Danneman, Adolf, 1617.
Darroch, Alexander, 812.
Davenport, Eugene, 1477.
Davidson, P. E., 50 (69), 440.
Davis, B. M., 1, 670.
Davis, C. O., 685.
Davis, E. P., 738.
Davis, H. N., 50 (37).
Davis, J. B., 1424–1426.
Davis, Jessie, 492.
Davis, W. S., 1181.
Dawson, Jean, 790.
DEAF, education, 1622–1629.
Dean, A. D., 1401.
DEBATING, 753, 947–949.
Debize, E., 1269.
DEFECTIVE CHILDREN, 1617–1619, 1630–1643.
DEFECTIVE CLASSES, 50 (15).
Degert, A., 1531.
DEGREES, 950–954.
Delzell, J. E., 595.
DEMOCRACY IN EDUCATION. *See* EDUCATION AND SOCIETY.
De Montmorency, J. E. G., 1028, 1658.
Denison, Elsa, 1210, 1266.
DENMARK, history of education, 267–269.
Denny, G. H., 153.
DENOMINATIONAL SCHOOLS AND COLLEGES, 1359–1367.
Denver, Colo. Principals' association, 834.
Denser, Hans, 493.
Department of superintendence, 50 (9–18), 1001.
Deyoe, A. M., 572–573, 1211.
Diemer, Hugo, 1443.
Dietrick, W. Q., 574.
Diggle, J. W., 1532.
Dillon, Charles, 1444.
Dinsmore, J. W., 474.
DISCIPLINE. *See* SCHOOL DISCIPLINE.
Dix, K. W., 1267.
Dodd, A. E., 1433.
Doernes, Celia, 155.
DOMESTIC SCIENCE, 50 (55) (97), 672–674, 800, 1486–1494.
D'Ooge, B. L., 1377–1378.
Dorr, *Mrs.* R. C., 1067–1106.
Doughty, W. F., 823, 972.
Downes, J. E., 1609.
Downing, Bertha C., 1131.
Dracass, Carrie E. T.. 1659.
Draper, A. S., 172, 633, 824, 973–974, 1379.
DRAWING, 659–660. *See also* FINE ARTS.
Dresslar, F. B., 1062.
Drigalski, W. von, 1102.
Du Breuil, Alice J., 715.
Duffy, Frank, 1445–1446.
Duncan, R. K., 1447, 1688.
Duniway, C. A., 50 (43).
DUTCH SCHOOLS, colonial New York, 136.
Dutton, S. T., 975.
Dyer, W. A., 1380.
Dykema, P. W., 1176.

E.

Eastern art and manual training teachers' association, 1427.
Eastern association of physics teachers, 777–779.
Eastman, C. A., 1587.
Eaton, W. P., 1402.
ECONOMICS, 755.
ECONOMY OF TIME, 50 (13).
Eddy, W. H., 675.
Edson, A. W., 49 (3), 308.

Education, ancient, 112–113; cause, 50 (1); general, 106–111; medieval, 114–115; modern, 116–297; humane element, 50 (15); hypothesis in, 50 (2); personality through, 50 (5); reorganization, 50 (3); special forms, 1200–1674. *See also* Biography.
Education and life, 1232–1249.
Education and society, 1206–1231.
Education and wealth, 94 (11).
Education extension, 1644–1674.
Educational foundations, 122.
Educational literature, 8–20.
Educational publications, U. S. Bureau of education, 99–102.
Efficiency, current tests, 49 (1).
Effinger, J. R., 1381.
Egbert, Senaca, 1182.
Eikenberry, W. L., 772.
Elementary education, 21, 50 (33–36), 553–684.
Elementary schools, 50 (10).
Eliot, C. W., 130, 274, 676, 904, 1290, 1313.
Ellerton, Mary, 1021.
Elliott, E. C., 724.
Ellis, A. C., 962.
Ellis, Alston, 913.
Ellis, L. W., 1502.
Ellner, Joseph, 1183.
Ellwood, C. A., 1212.
Elson, W. H., 606.
Elsson, J. P., 522.
Encking, Louise, 1660.
Encyclopedias, educational, 103–105.
Engineering education, 50 (47), 1501–1503.
England, education, 216–220, 223–230; universities, 1693–1697. *See also* Great Britain.
English language, 50 (63), 709–725. *See also* Composition and language study.
Entrance requirements. *See* College entrance requirements.
Equipment, schools, 1080–1090.
Escott, T. H. S., 108.
Estill, H. F., 842.
Ethics, 807–808.
Eugenics, 22, 467.
Europe, industrial education, 50 (54).
Evans, G. W., 758.
Evans, H. R., 1195.
Evans, Hubert, 246.
Evans, L. B., 50 (9).
Evans, W. A., 50 (73), 1094.
Examinations, 1035–1039.
Exceptional children, 49 (4), 50 (86–91), 1606–1616.
Extra-classroom activities, 50 (41).
Eyes, effect of school activities, 50 (89).

F.

Faculties, colleges and universities, 904–910.
Fairchild, E. T., 575.
Fairchild, Milton, 1291.
Faison, E. B., 576.
Farrington, E. I., 577.
Farrington, F. E., 851.
Fatigue, 430, 439, 442, 471.
Fay, E. W., 629.
Fee, Ira B., 804.
Feeble-minded children, 1630–1640.
Feeding of school children, 1120–1125; bibliography, 39.
Fellows, E. W., 1068.
Fellowships, universities, 955–958.
Felmley, David, 50 (27) (49).
Felton, Alice, 655.
Fergusson, E. M., 1325.
Ferraris, C. F., 869.
Festivals. *See* School festivals.
Field, Jessie, 578.
Fieser, J. L., 1069.
Fimmen, Helene, 1633.
Finance. *See* School finance.
Findlay, J. J., 10, 331.
Fine arts, 50 (56), 654–660, 1504–1507.
Finegan, T. E., 976.
Finlay-Johnson, Harriet, 399–401.
Fish, E. H., 1448.
Fisher, Boyd, 408.
Fisher, Ida M., 50 (60).
Fisher, P. M., 50 (67).
Fisher, W. J., 686, 773.
Fishpaw, Clara B., 813.
Fiske, T. S., 920.
Fitch, A. P., 1340.
Fitzgerald, W. J., 555.
Fitzpatrick, E. A., 131.
Fitzpatrick, F. A., 1009.
Fleming, P. J., 409.
Fleming, W. L., 316, 921.
Flexner, Abraham, 1213, 1517.
Flexner, Mary, 1634.
Flury, Henry, 292.
Foght, H. W., 579.
Folk dancing, 479–480.
Folsom, J. D., 1314.
Foote, Arthur, 50 (59).
Forbes, C. H., 1382.
Forbes, G. M., 1239.
Forbush, W. B., 1232.
Fordyce, Charles, 1184.
Foster, W. S., 41, 677.
Foster, W. T., 893.
Foundations. *See* Educational foundations.
France, history of education, 232–242.
Frank, Maude M., 716.
Franke, Kurt, 1103.
Fraser, *Sir* A. H. L., 282–283.
Fraternities, colleges, 1195–1198; high schools, 1199.
Frauendienst, Wilhelm, 1563.
Freeman, F. N., 614–615.
Freeman, W. S., 650–651.
Froebel, F. W. A., 304.
Frost, J. M., 1326.
Frost, W. D., 50 (80).
Fullerton, C. A., 50 (62).
Furst, Clyde, 870.

G.

Galbraith, Anna M., 1564.
Games, 478–482.
Gansberg, Fritz, 1076.
Garbier, J. P., 117.
Gardner, Bertha L., 745.
Gary, Ind., school system, 125, 128, 145.
Gates, F. T., 580.
Gaudig, H. von., 429.
Gause, F. A., 1214.

Gay, E. F., 871.
Gayler, G. W., 1042-1044.
Gebhardt, Martin, 759.
Geddes, James, *jr.*, 730.
Geijsbeek, J. B., 805.
GENERAL EDUCATION BOARD, history, 122.
Genung, J. F., 1341.
GEOGRAPHY, 636-639.
GEOMETRY, 50 (42), 769-770.
George, Anne E., 524-526.
Georgia educational association, 60 (1-7).
GERMANY, higher education, 262-264; history of education, 16, 243-261; kindergartens, 49 (5); universities, 1698-1699.
Gerwig, G. W., 50 (51).
Gesell, A. L., 495.
Gesell, Beatrice C., 495.
Gibson, C. B., 50 (16).
Gibson, W. J., 18, 210.
Gilbert, N. W., 293.
Gilkey, C. W., 1342.
Gillette, J. M., 132.
Glynn, J. L., 1403.
Goddard, H. H., 50 (68) (87), 459.
Goldmark, Josephine, 430.
Gordon, A. C., 303.
Gordon, Margaret, 581.
Gossett, J. O., 1045.
Gradenwitz, Alfred, 247.
GRADES, elementary, 49 (5).
GRADING, 23-24, 1024-1034.
Graf, Alfred, 1185.
Graff, E. U., 50 (10).
Grant, P. S., 133.
Graves, F. P., 114, 299.
Gray, E. D. McQ., 706.
Gray, M. D., 739.
Great Britain. Board of education, 236.
GREAT BRITAIN, history of education, 209-230; universities, 1693-1697.
GREECE, schoolmasters, 113.
Green, C. A., 707.
Green, J. A., 380.
Greenawalt, L. S., 1268.
Greene, Frances M., 50 (74).
Greene, W. C., 937.
Greenman, E. D., 1661.
Greenwood, J. M., 189, 50 (22), 687.
Gregg, F. M., 793.
Gregory, B. C., 332.
Gregory, W. H., 637.
Gregory, W. M., 1673.
Griffith, I. S., 1434.
Griggs, A. O., 29, 1538.
Groos, Karl, 475.
Grossmann, M. P. E., 50 (90), 1449.
Grote, Caroline, 843.
GROUP SYSTEM OF TEACHING, 398.
Gruenberg, B. C., 1269.
Gruenberg, Sidonie M., 527.
Grupe, Mary A., 43, 619.
GUATEMALA, education, 200.
Guillet, Cephas, 381.
Gulick, L. H., 480, 1104, 1167.
Gustafson, C. F., 786.
Gustafson, Lewis, 1404.
Gwinn, J. M., 50 (9).

H.

Haggard, H. R., 268.
Hailmann, W. N., 496-497, 528.
Hale, H. O., 410.
Hale, W. B., 1684.
Hale, W. G., 1383.
Hall, Edith R., 156.
HALL, G. S., bibliography of works, 25.
Hamilton, Katherine, 1070.
Hamilton, O. B., 134.
Hamilton, Samuel, 977.
Hamilton, W. J., 978.
Hanckel, Marion S., 498.
Handschin, C. H., 731-732, 835.
Hanifan, L. J., 582.
Hanmer, L. F., 1240.
Hard, William, 1565.
Hardy, E. A., 1662.
Harker, J. R., 1186.
Harker, R. C., 1327.
Harkness, Mary L., 1566.
Harris, J. H., 1270.
Harris, N. W., 643.
Harris, Pearl B., 583.
Hart, A. B., 288.
Hart, J. K., 333, 1187.
Hart, W. W., 760-761.
Hartmann, Arthur, 1624.
Hartog, Marcus, 955.
Hartwell, E. C., 157.
HARVARD UNIVERSITY, admission requirements, 50 (38).
Hatch, L. K., 797.
Hawaii, school gardening, 50 (94).
Hawkes, H. E., 1539.
Hayford, Leslie, 1604.
Haynes, Rowland, 1146.
Hays, W. M., 173.
Hazen, C. D., 963.
Healy, William, 431.
Heath, H. R., 681.
Heche, Arthur, 844.
Heeter, S. L., 50 (86).
Heighway, F. F., 584.
Hein, L. F. A., 682.
Henderson, C. H., 1233.
Henderson, C. R., 1271.
Henderson, J. L., 913.
Hénin, B. L., 1158.
Henninger, Carl, 733.
Henry, N. E., 740, 1663.
Herrick, C. A., 334.
Hervey, H. D., 1071.
Hess, W. L., 992.
Hetherington, C. W., 1147.
Hewes, Amy, 964.
Hibben, J. G., 335,1384, 1602.
Hicks, F. C., 1664.
Hicks, Vinnie C., 50 (91), 460.
HIGH SCHOOLS, articulation with colleges, 50 (37), 911-918; bibliography, 27; courses of study, 705-808; extra classroom activities, 50 (41); fraternities, 26; libraries, 50 (85); Massachusetts, 165; preparation of candidates for normal school training, 50 (27); problems, 52 (35-39); rural, 565, 568, 590, 592, 600; science, 50 (77). *See also* ACADEMIES, SECONDARY EDUCATION.

HIGHER EDUCATION, 50 (43–47), 169–188, 855–968. *See also* COLLEGES AND UNIVERSITIES; UNIVERSITIES.
Hildreth, Helen R., 1567.
Hill, D. S., 852, 1046.
Hill, R. C., 26, 1199.
Hillegas, M. B., 627.
Himelick, R. W., 1047.
Hines, L. N., 50 (81), 688, 979, 1048.
HISTORY, 631–635, 749–751.
HISTORY OF EDUCATION, 116–297. *See also* BIOGRAPHY.
Hoben, Allen, 1148.
Hodgman, T. M., 886, 914.
Hoffman, U. J., 585.
Hogan, W. E., 1343.
Holland, C. J., 1328.
Holland, E. O., 845.
Hollander, L. M., 271.
Hollister, H. A., 708.
Holman, C. W., 1241.
Holmes, Arthur, 1049, 1635.
Holmes, E. G. A., 556.
Holmes, Lizzie M., 1050.
Holmes, W. H., 23, 529, 980, 1030, 1610.
Holt, Elizabeth G., 1591.
Holton, E. L., 586.
HOME AND SCHOOL, 50 (22) (92), 1250–1259.
HOME ECONOMICS. *See* DOMESTIC SCIENCE.
Hood, W. R., 1007.
Hooper, C. L., 741.
Hopkins, E. M., 717.
Horn, Ewald, 248.
Horn, P. W., 1022.
HORN BOOKS, 1011.
Horwood, A. R., 644.
Hosmer, G. W., 1508.
Hough, Halvorsen, 1136.
House, R. T., 846, 1701.
HOUSEHOLD ARTS, 50 (54).
Houston, D. F., 587.
Howe, C. B., 1405.
Howerth, I. W., 1215.
Huey, E. B., 1636.
Hughes, Helen S., 718.
Hughes, R. C., 1344, 1354.
HUMANISTIC EDUCATION, 1372–1391.
Hunt, Caroline L., 313.
Hunt, Harriet E., 432.
Hurlbatt, Ethel, 678.
Hurt, H. W., 1583.
Hurty, J. N., 1272.
Hutchinson, Woods, 1105–1106, 1273.
Hyatt, Edward, 588.
HYGIENE, 675–680; child, 50 (68–73); social, 793. *See also* SCHOOL HYGIENE, SEX HYGIENE.
Hyre, *Mrs.* S. E., 50 (18).

I.

ICELAND, revival of learning, 271.
ILLINOIS, educational history, 127; first free school, 134.
Illinois. University, 1679.
Illinois state teachers' association, 61 (1–16), 62 (1–11).
ILLITERACY, United States and Europe, 147.
IMMIGRANTS, education, 1604–1605.
India. Department of education, 284.
INDIA, history of education, 281–287.
Indiana state teachers' association, 62 (1–11).
INDIANS, education, 50 (15), 1586–1588.
INDUSTRIAL EDUCATION, 28, 50 (54), 52 (43–44), 294–295, 297, 1439–1467. *See also* AGRICULTURAL EDUCATION; DOMESTIC SCIENCE; CONTINUATION SCHOOLS; TECHNICAL EDUCATION; VOCATIONAL EDUCATION; VOCATIONAL GUIDANCE.
INDUSTRIAL SCHOOLS, teachers, 50 (51).
Inglis, A. J., 165.
International commission on the teaching of mathematics, 1540–1551.
INTERNATIONAL CONCILIATION, 1368–1371.
International moral education congress, 1283–1284.
Iowa state teachers' association, 63 (1–10).
IRELAND, school hygiene, 213.
Irish technical instruction association, 1468.
ITALY, higher education, 265; history of education in middle ages, 115.
Ittner, W. B., 1083.
Ives, W. H., 411.

J.

Jackson, C. M., 1518.
Jackson, E. R., 1478.
Jackson, Edward, 679.
Jackson, I. C., 1355.
Jackson, N. A., 1201.
James, E. J., 175, 1406, 1699.
James, G. W., 307.
James, H. R., 285.
JAMES, WILLIAM, 305.
Jameson, J. M., 781.
JANITORS, instruction, 50 (79–80).
JAPAN, history of education, 288–289; universities, 1703.
JAPANESE STUDENTS, status in America, 1603.
Jastrow, Joseph, 894.
Jesinghaus, Carl, 336.
Jesse, R. H., 905.
Jewish Chautauqua society, 1651.
JOHN F. SLATER FUND, history, 122.
Johnson, A. A., 1479.
Johnson, F. W., 1292.
Johnson, Harrold, 1293.
Johnson, Helen L., 50 (54).
JOHNSTON, ADELIA A. F., 306.
Johnston, C. H., 27, 689, 847, 853.
Johnston, G. M., 1451.
Johnston, W. D., 1665.
Jones, C. E., 719.
Jones, Ernest, 483.
Jones, T. J., 1592.
Jones, W. C., 1513.
Jordan, D. S., 50 (45).
JORDAN, D. S., 307.
Jordan, W. H., 1480.
JOURNALISM, 1508–1513.
Judd, C. H., 190, 382, 774, 922, 1234.
Judson, H. P., 1031.
JUNIOR COLLEGES, 50 (43).
JUVENILE REFORM, 1641–1643.

K.

Kälker, Georg, 1647.
Kaempffert, W. B., 1498.
Kane, T. F., 50 (44).
Kansas. Department of public instruction, 1084.

Kansas state teachers' association, 64 (1-5).
Kansas. University, 1680.
Kayser, C. F., 938.
Keatinge, M. W., 656.
Keech, Mabel L., 499.
Keeler, Harriet L., 306.
Keep, A. B., 1677.
Keith, J. A. H., 1452.
Kendall, C. N., 337.
Kennedy, John, 402.
Kentucky educational association, 65 (1-15), 66 (1-15).
Kern, J. W., 1385.
Kerschensteiner, Georg, 135, 249-250, 338.
Keyser, C. J., 1552.
Kile, J. H., 1282.
Kilpatrick, W. H., 17, 136.
Kimball, D. S., 1453.
KINDERGARTEN EDUCATION, 49 (5), 50 (29-32), 483-517. *See also* MONTESSORI METHOD.
King, C. A., 1407.
King, H. E., 15, 275.
King, Irving, 501, 1216.
Kingsley, C. D., 50 (37), 923.
Kingsley, S. C., 50 (15), 1132.
Kirby, G. T., 1149.
Kirchner, M., 1129.
Kirk, J. R., 50 (27) (97), 191.
Klapper, Paul, 383.
Klatt, Willibald, 251.
Klein, Felix, 502.
Klemm, L. R., 252.
Kline, L. W., 620.
Knoop, Dorothy, 503.
Knox, Eva, 211.
Koch, C. von, 1652.
Koki, Fuji, 504.
Kolrep, H., 611.
Kreuzpointner, Paul, 50 (53), 1454-1455.
Krumbholz, P., 310.
Krus, Franz, 239.
Kuersteiner, A. F., 734.
Kunkel, O. L., 1016.

L.

Ladd, G. T., 895.
Lagden, *Sir* G., 224.
LAGGARDS, school, 50 (88).
Lake Mohonk conference of friends of the Indian and other dependent peoples, 1586.
Lake Mohonk conference on international arbitration, 1369.
Lamkin, U. W., 590.
Landrum, G. A., 1666.
Lange, A. F., 50 (46).
LANGUAGES, 71, 629-630. *See also* ANCIENT LANGUAGES; MODERN LANGUAGES.
Langworthy, C. F., 1490.
Lansing, M. F., 1681-1682.
Lansingh, V. R., 1095.
Larkin, M. J., 384.
Larsson, Gustaf, 1435.
Lasalle, Mary A., 1052.
Latham, R. H., 825.
LATIN LANGUAGE, 737-748.
Laurie, A. P., 105.
Lavabre, Lucien, 1217.
LAW SCHOOLS, 1512-1513.
Lawrance, Marion, 1329.
Lawrence, Minerva, 1491.
Lay, W. A., 385, 1218.
Leahy, E. M., 1568.
Leatherman, M. W., 753.
Leavitt, F. M., 981, 1408-1409, 1456-1458.
Lecoq de Boisbaudran, Horace, 1507.
Lefevre, Arthur, 896, 915.
Legendre, Maurice, 1294.
Leguay, Pierre, 300.
Lehmann, Rudolf, 340.
Leiper, M. A., 591, 742.
Leland, Abby P., 341.
Leonard, W. J., 939.
Le Pelley, S., 1315.
Lester, H. A., 1330.
Lester, John, 1077.
Levermore, C. H., 873.
Levetus, A. S., 231.
Levine, Michael, 1618.
Lewis, G. G., 645.
Lewis, W. D., 690-691.
LIBRARIES, in education, 1656-1672; schools, 50 (85), 52 (24).
LIGHTING OF SCHOOLS, 1095.
Lincoln, E. E., 956.
Lindsay, Forbes, 208.
Lindsay, J. A., 213.
Lindstrom, E. G., 1459.
Lindt, Richard, 253.
Linscott, *Mrs.* W. K., 505.
London. County council. Education committee, 97 (1-14).
LONDON UNIVERSITY, 1694-1695.
Long, Leo P., 1078.
LOS ANGELES, CAL., school system, 142.
Loughlin, A. P., 683.
Lovejoy, O. R., 1275.
Lowell, A. L., 1036, 1495.
Lucey, M. H., 1367.
Luckey, G. W. A., 50 (16) (28) (88).
Lull, H. G., 1295.
Lurton, F. E., 692, 1053-1054.
Lutes, Della T., 1254.
Lyman, R. L., 948.
Lyon, E. P., 897.
Lyon, L. S., 693.
Lyster, R. A., 1107.
Lyte, *Sir* H. C. M., 225.

M.

Maass, J., 386.
McAndrew, William, 751, 836, 1055.
MacCaughey, Vaughan, 70 (94).
McConathy, Osbourne, 664, 1528-1529.
McConkey, Bertha M., 50 (31), 506.
McConn, C. M., 720.
McCormick, P. J., 115.
McCormick, S. B., 1159.
McCullough, Jane, 592.
Macfarland, C. S., 1085.
McKeever, W. A., 461, 593, 1637.
Mackenzie, W. D., 1533.
McKillop, J. R., 1160.
Maclaurin, R. C., 874.
McLean, G. E., 50 (14).
McManis, J. T., 634, 638, 807.
McMillan, Margaret, 214.

McMunigle, Mary G., 530.
McMurry, C. A., 639.
McMurtrie, D. C., 1620–1621.
Macnamara, N. C., 462.
McVannel, J. A., 342.
MacVeagh, Franklin, 1219.
Mahan, A. T., 1534.
Main, J. H. T., 931.
Main, Josiah, 694, 798.
Maine teachers' association, 67 (1–8).
Manchester, A. L., 52 (49).
Mann, C. R., 35, 782.
Manny, F. A., 21, 607.
MANUAL ARTS. *See* MANUAL TRAINING; INDUSTRIAL AND TRADE EDUCATION.
MANUAL TRAINING, 50 (50), 681–684, 1427–1438.
Margulies, *Mrs.* A. R., 531.
Marks, Jeanette, 1569.
Markus, H. F., 1436.
Marquardt, W. W., 295.
Marrs, S. M. N., 814.
Marshall, L. C., 940.
Marsili, Evaristo, 434.
Martin, E., 348.
Martin, E. S., 1188.
Martin, G. H., 695.
Martin, T. T., 819.
Martindale, W. C., 1056, 1242.
Marty, Henri, 237.
Marvin, W. T., 435.
Maryland state teachers' association, 68 (1–6).
Mason, Gregory, 965.
Mason, W. A., 657.
Massachusetts. Board of education, 1481.
MASSACHUSETTS, high schools, 165.
Massachusetts teachers' association, 69.
Matas, Rudolph, 1519.
MATHEMATICS, 29, 756–768, 1536–1552.
Maxe, Jean, 507.
Maxwell, Grace, 431.
Maxwell, W. H., 137.
Mayer, Mary J., 1243, 1410.
Mayor, J. E. B., 1693.
Mearns, W. H., 696–697.
Medd, J. C., 1482.
MEDICAL EDUCATION, 1514–1522; China, 274.
MEDICAL INSPECTION OF SCHOOLS, 1112–1119.
Melin, G., 7.
Menmuir, Charles, 215.
Menzies, A. W. C., 941.
Merriam, H. G., 932.
Messer, A. W., 1220.
METHODS OF INSTRUCTION, 397–415.
METHODS OF STUDY, 416–420.
Meumann, Ernst, 436.
MEXICO, education, 204.
Meyer, F. B., 743.
Meyer, G. H., 1296.
MICHIGAN, schools, 139.
Michigan schoolmasters' club, 70 (1–11), 71.
Michigan state teachers' association, 1297.
MIDDLE AGES, history of education, 114–115.
Middleton, P. H., 1470.
Miller, E. A., 854.
Miller, G. A. M., 312.
Miller, W. L., 787.
Miller, W. T., 1150.
Mills, John, 343.
Minnesota educational association, 72 (1–17).
Mirick, G. A., 1057.
Mississippi teachers' association, 73 (1–5).
Missouri state teachers' association, 74 (1–13).
MODERN LANGUAGES, 726–736.
Moll, Albert, 463.
Moncreiff, W. F., 387.
Monroe, Harriet, 276.
Monroe, Paul, 104, 109.
Montessori, Maria, 532–534.
MONTESSORI METHOD, 20, 518–552.
Montier, Edward, 1570.
MOONLIGHT SCHOOLS, 602.
Moore, C. H., 216.
Moore, C. L., 344.
Moore, H. K., 1331.
Moore, J. H., 1298–1299.
Moore, T. V., 345.
MORAL EDUCATION, 50 (19–25), 1282–1309.
Morgan, Alexander, 1221.
Morgana, Adalberto, 110.
Morris, E. P., 906.
Morris, Grant, 388.
Morrison, A. H., 625.
Morse, Sarah E., 594.
Morton, O. A., 557.
Morton, R. H., 1471.
Moseley, E. L., 794.
Moses, M. J., 907.
Moulton, L. B., 1499.
Moulton, R. G., 942, 1653.
Moulton, R. H., 1625.
MOUNT HOLYOKE COLLEGE, 1681–1683.
MOUNTAIN CHILDREN, education, 52 (18–20).
MOVING PICTURES, problem in education, 404–415.
Mowry, D. E., 1460.
Mowry, Duane, 1388.
Mowry, W. A., 166.
Mudge, I. G., 1665.
Mühlhoff, Kathe, 252.
Münch, Wilhelm, 263.
Münsterberg, Hugo, 255, 437.
Munroe, J. P., 346.
Murphy, Bessie R., 658.
Murphy, C. H., 50 (65).
Murphy, T. E., 1389.
Murray, J. P., 138.
MUSEUMS, 1673–1674.
MUSIC, 50 (57–62), 52 (49), 662–665, 1525–1533.
Music teachers' national association, 1525.
Mussey, H. R., 1411.
Mutchler, Fred, 815.
Myers, G. W., 762–763.
Myers, W. S., 1202.

N.

Nabel, Eugene, 272.
Nalder, F. F., 698, 1832.
National association for the study and education of exceptional children, 1606.
National association of manufacturers. Committee on industrial education, 1461.
National association of state universities in the United States of America, 858.
National association of teachers in colored schools, 1589.

National child labor committee, 1261.
National conference on the education of backward, truant, delinquent and dependent children, 1641.
National conference on vocational guidance, 1421.
National council of education, 50 (19) (28).
National council of teachers of English, 709.
NATIONAL EDUCATION, 51 (1).
National education association, 50, 924; Department of superintendence, 1001; National council of education, 1300.
NATIONAL EDUCATION ASSOCIATION, history, 189–192
National German-American teachers' association, 726.
NATIONAL PARKS, 143.
National society for the promotion of industrial education, 1439, 1648.
National society for the study of education, 1440.
National society of college teachers of education, 850.
NATIONAL UNIVERSITY, 173, 175–176, 186.
Natorp, Paul, 311.
NATURE STUDY, 31, 50 (93), 640–647.
NAVAL EDUCATION, 1534.
Neale, M. G., 1017.
Nearing, Nellie M. S., 1571.
Nearing, Scott, 347, 1571.
NEGROES, education, 32, 52 (12–14), 1589–1601.
Nelbach, G. J., 1130.
Netolitzky, August, 1098.
Neumann, Henry, 808, 1301.
New England association of chemistry teachers, 784.
New England high school commercial teachers' association, 801.
New Hampshire state teachers' association, 75 (1–6).
NEW JERSEY, schools, 138.
New Jersey state teachers' association, 76 (1–10).
New Mexico education association, 77 (1–11).
NEW YORK, early Dutch schools, 136; history of education, 17; history of public schools, 137.
New York state teachers' association 78 (1–14).
NEW ZEALAND, university reform, 290.
Newell, A. C., 1437.
Newell, Bertha P., 508.
Newhall, C. W., 764.
Neystrom, P. H., 806, 1222.
Nicholson, Kathleen, 139.
Nicolson, F. W., 916.
Noel, J. V., 1189.
Norlin, George, 917.
NORMAL SCHOOLS, 50 (48), 838–849.
Norris, E. M., 177.
North Carolina teachers' assembly, 79 (1–16).
North Dakota educational association, 80 (1–13).
Norton, Alice P., 672.
Norton, B., 464.
Norway. University, 1700.
Nudd, H. W., 1002.
NURSES' TRAINING SCHOOLS, 1523–1524.
Nutting, Mary A., 1524.

O.

OCCUPATIONS AND BUSY WORK, 661.
Odell, F. G., 595.
O'Donnell, C. L., 721.
Oemer, Ernst, 256.
Offner, Max, 438–439.
Ohio college association, 859.
Ohio school improvement federation, 81 (1–9).
Ohio state teachers' association, 82 (1–7).
OKLAHOMA, history of education, 150.
Oklahoma. State board of education, 1018.
Oldfather, W. A., 923.
O'Neill, Francis, 1010.
ONTARIO, history of education, 194.
OPEN-AIR SCHOOLS, 50 (15) (71–72), 1131–1132.
ORGANIZATION. *See* SCHOOL ADMINISTRATION.
ORIENTALS, education, 1602–1603.
Ortmann, Rudolf, 1572.
Orvis, Mary B., 1654.
Osborne, Lucy A., 1123.
O'Shaughnessy, Bondurant, 1079.
O'Shea, M. V., 45, 390, 465, 509, 536.
Otis, A. S., 440.
Otto, T. M., 1573.
OVIEDO. UNIVERSITY, 1701.
Owen, E. C. E., 226.
Owen, W. B., 50 (92), 1255.
OXFORD UNIVERSITY, 1694–1696.

P.

Padgett, E. R., 597.
Page, F. R., 391.
Palmer, C. F., 50 (93).
Palmer, F. H., 1332.
Palmer, G. W., 765.
Palmer, Luella A., 510, 537.
Parents' national educational union, England, 98 (1–6).
Parisot, Edmond, 348.
PARKER, F. W., 308.
Parker, S. C., 257, 403, 1642.
Parlin, F. E., 50 (32).
Parsons, E. D., 1058.
Parsons, E. S., 1345.
Parsons, H. G., 1151.
Partridge, G. E., 25, 349, 481.
Paton, J. L., 826.
Paton, Stewart, 898.
Patridge, E. N., 481.
Patridge, Lelia E., 466.
Patton, N. S., 50 (83).
Paulsen, Frederich, 350–351.
Pavlista, J. A., 1087.
Paxon, Susan, 744.
Payne, I. D., 1059.
Peabody, F. G., 1235.
PEABODY EDUCATION FUND, history, 122.
PEACE MOVEMENT, 1368–1371, 32, 50 (7) (15), 1368–1371.
Peairs, H. B., 50 (15).
Pearl, Raymond, 467.
PEARSONS, D. K., 309.
Pécaut, Felix, 1223.
Pécoul, Georges, 238.
PEDAGOGY, 10, 15, 850–854. *See also* THEORY OF EDUCATION.
Peirce, G. J., 875.
Pellegrino, Carmine, 140.
Pendleton, E. F., 876.
PENMANSHIP, 613–617.
Pennsylvania state educational association, 83 (1–30); 84 (1–7).
Penrose, S. B. L., 899, 908.
PENSIONS. *See* TEACHERS' PENSIONS.

PERIODICALS, new, 46-48.
Perry, A. C., *jr.*, 837, 983, 994.
Perry, C. A., 1068, 1244-1245, 1256.
PESTALOZZI, J. H., 310-311.
Peter, Joseph, 239.
Peterson, E. A., 1161.
Peterson, Joseph, 180.
Phelps, W. L., 392.
PHILIPPINE ISLANDS, history of education, 291-297.
Phillips, B. A., 1060.
Phillips, D. E., 1033.
Phillips, Evelyn M., 1638.
PHONOGRAPH, aid to education, 407.
PHOTOGRAPHY, aid to education, 413.
PHYSICAL EDUCATION, 34, 50 (73-76) (98), 413, 1155-1169.
PHYSICS, 35, 776-783.
Pieplow, W. L., 1246.
Pierce, P. E., 1162.
Pillsbury, W. B., 352.
Pinkham, Colburn, 1605.
Pittsburgh and Allegheny free kindergarten association, 484.
Playground and recreation association of America, 1137-1138.
PLAYGROUNDS, 50 (36) (75), 1137-1154
PLAYS, 475-482.
Plimpton, G. A., 1011.
Plummer, Mary W., 1667.
Poelchau, G., 1124.
POINCARÉ, HENRI, 312.
Poirson, S., 1584.
Porter, D. R., 1163.
PORTO RICO, education, 197, 208.
Porzio, Giuseppe, 353.
Pott, F. L. H., 277.
Pottinger, F. M., 1520.
Powell, B. E., 1679.
Pray, C. E., 848.
Prentice, W. K., 957.
Prescott, S. C., 943.
Price, R. R., 1680.
Price, W. R., 735.
Priestly, H. L., 630.
PRIMARY EDUCATION, 483-517.
Prince, J. T., 1302.
Princeton university, 966-967.
PRINCETON UNIVERSITY, 1684-1685.
PRINCIPLES AND PRACTICE OF TEACHING. *See* TEACHING.
Pritchett, H. S., 181, 877, 995, 1224.
PRIVATE SCHOOLS, 1200-1202.
PROFESSIONAL EDUCATION, 50 (45), 1495-1533. *See also* ENGINEERING EDUCATION, LAW SCHOOLS, MEDICAL EDUCATION, NORMAL SCHOOLS, NURSES' TRAINING SCHOOLS, THEOLOGICAL SCHOOLS.
PROMOTIONS, 1024, 1027, 1029, 1032-1033.
Prosser, C. A., 996, 1412, 1462.
PROVIDENCE, R. I., schools, 151.
PRUSSIA, education, 244, 254.
PSYCHOLOGY, educational, 421-483.
Public education association of Worcester, Mass., 85.
PUBLIC SCHOOLS, criticisms, 152-162; progress, 50 (8); religious instruction, 1350-1358.
PUBLICATIONS. *See* EDUCATIONAL PUBLICATIONS.
Puffer, J. A., 1276.
PUNISHMENTS. *See* SCHOOL DISCIPLINE.
Pyle, W. H., 441.

Q.

QUEBEC, Protestant education, 196.

R.

Rabenort, W. L., 354.
Radcliffe, W. H., 1463.
Radosavljevich, P. R., 42, 1225.
Rall, E. E., 1277.
Ramsay, William, 1695.
Randlett, G. W., 598.
Randolph, C. F., 217.
Ranlett, Alice, 1386.
Rapeer, L. W., 1115-1116.
Rathmann, C. G., 1413, 1649.
Ravenhill, Alice, 1492.
Raymond, Charlotte A., 673.
Raymont, Thomas, 1316.
Read, T. T., 279.
READING, 36, 50 (84), 610-612.
Reber, L. E., 1655.
RECORDS, SCHOOL. *See* SCHOOL RECORDS.
Redding, Josephine, 414.
Rede, Wyllys, 1303.
Redon, M. E., 195.
Reeder, R. R., 538.
Reinsch, P. S., 273.
RELIGIOUS EDUCATION, 1310-1358.
Religious education association, 1310, 1317.
Renault, J., 1304.
RETARDATION AND ELIMINATION, 37, 50 (69), 52 (40-41½), 1040-1065. *See also* BACKWARD CHILDREN.
REWARDS AND PUNISHMENTS, 1023.
Reynolds, G. F., 722.
Rice, *Mrs.* I. L., 1108.
Rice, Richard, *jr.*, 1585.
RICE INSTITUTE, 1686-1687.
RICHARDS, *Mrs.* E. H., 313.
Richards, H. M., 944.
Richmond, S. F., 1414.
Richmond education association, 86.
Rickert, Martha E., 1196-1197, 1574.
Riley, A., 1355.
Rinaker, I. P., 1247.
Riordan, Raymond, 141.
Rissmann, Robert, 259.
Ritchie, John, *jr.*, 1472.
Robbins, C. L., 16, 258.
Robbins, E. C., 754.
Robbins, Jane E., 355, 1415.
Roberts, A. E., 723.
Roberts, Elmer, 1464.
Roberts, M. E., 621.
Robinson, C., 113.
Robinson, L. A., 442.
Robison, C. H., 2, 799.
Rodríguez García, Gerado, 356.
Roeckel, P., 1594.
Rogers, A. K., 878.
Rolker, A. W., 1575.
ROME, history of education, 112.
Roorback, Eloise, 142.
Roorda, P., 1626.
Roosevelt, Theodore, 357, 1164.
Ross, E. A., 182.
Rouma, Georges, 468.
Rouse, W. H. D., 1387.

ROUSSEAU, J. J., 314, 352, 359.
Ruediger, W. C., 820.
Rugh, C. E., 50 (25) (30), 1305.
Ruiz Amado, Rámon, 111.
RURAL SCHOOLS, 38, 560–604, 1014–1020.
Russell, W. B., 766.
RUSSELL SAGE FOUNDATION, history, 122.
Ruttmann, W. L., 1109.
Rynearson, Edward, 699, 775.

S.

SABBATICAL YEAR, 834.
Sachs, Julius, 168.
Sadler, M. E., 1355.
ST. LOUIS, Mo., public schools, 126.
Sakaki, Yasusaburo, 1611.
SALESMANSHIP, 1497, 1499.
SALVADOR, higher education, 203.
Salviris, Jacob, 358.
Samuleit, Paul, 415.
Sanctis, Sante de, 476.
Sands, W. J., 1003.
Sandwich, R. L., 1061.
Sanford, E. C., 1004.
Sargent, D. A., 1168.
Sargent, Walter, 659–660.
Satterlee, H. L., 1535.
Sayers, W. C. B., 1668.
Sayre, A. V., 821.
Schafer, Joseph, 879.
Schallenberger, Margaret E., 50 (5).
Scherer, Heinrich, 260.
Schiff, C. J., 1492.
Schinz, Albert, 359.
Schmeckebier, L. F., 143.
Schmidt, C. C., 38, 1019.
Schmidt-Gruendler, Ferdinand, 1278.
Schneider, Herman, 1226.
Schneider, Joseph, 1669.
SCHOLARSHIPS, universities, 955–956.
SCHOOL ADMINISTRATION, 50 (81–83), 52 (3), 969–1079, 1021–1119.
SCHOOL AGE, 1073–1074.
SCHOOL ARCHITECTURE, 50 (83), 1080–1092. *See also* COLLEGE ARCHITECTURE.
SCHOOL BOARDS, ideal, 50 (81).
SCHOOL BOOKS. *See* TEXTBOOKS.
SCHOOL DISCIPLINE, 1021–1023.
SCHOOL FEEDING. *See* FEEDING OF SCHOOL CHILDREN.
SCHOOL FESTIVALS, 1170–1177.
SCHOOL FINANCE, 990–991.
SCHOOL GARDENING, 50 (94–95), 1133–1136.
SCHOOL GOVERNMENT, 969–1199.
SCHOOL HYGIENE, 40, 50 (35), 213, 1097–1132.
SCHOOL LUNCHES, 1120–1125.
SCHOOL PATRONS, 50 (92).
SCHOOL RECORDS, 998–1007.
SCHOOL SUPERVISION, 52 (31–32). *See also* SCHOOL ADMINISTRATION.
SCHOOL SYSTEMS, history, 152–162.
SCHOOL TERM, shortening, 50 (6).
Schroeder, H. H., 1306.
Schultz, Arthur, 767.
Schultze, Ernst, 218–219.
Schuyler, Montgomery, 1093.
Schuyler, R. L., 953.
SCIENCE, education, 50 (77–80), 640–647, 771–775.
Scoon, R. M., 1697.
SCOTLAND, education, 18, 210, 215.
Scott, F. N., 443.
SECONDARY EDUCATION, 50 (37–42), 163–168, 685–808. *See also* HIGH SCHOOLS.
SECONDARY SCHOOLS, adjustment between colleges, 50 (28).
SECRET SOCIETIES. *See* FRATERNITIES.
Seerley, H. H., 50 (48).
Selden, F. H., 1465.
SELF-EDUCATION. *See* EDUCATION EXTENSION.
SELF-GOVERNMENT, 50 (82), 1075–1079.
Séve, A., 1370.
SEX HYGIENE, 50 (74), 791.
SEX IN EDUCATION, 49 (2).
SEX INSTRUCTION, 41, 289, 675–680.
Sexton, Bernard, 599.
Seyfert, Richard, 360.
Shafer, G. H., 1117.
Sharp, F. C., 808.
Sharpe, C. M., 1346.
Sharpe, W. F., 1089.
Shawan, J. A., 50 (89).
Shawe, Elsie M., 50 (57).
Shawkey, M. P., 1483.
Sheffield, *Lord*, 220.
Shelby, Florence E., 628.
Shelby, T. H., 600.
Sheldon, E. A., 315.
Shepardson, F. W., 296.
Shepherd, J. W., 646, 1096.
Sherman, S. P., 746.
SHERMAN, W. T., 316.
Sherwood, A. S., 601.
Shields, T. E., 512, 622, 700, 1356.
Sholty, Myrtle, 469.
Shorey, Paul, 361.
SHORTHAND, 50 (64).
Sidis, Boris, 159.
Siemering, Hertha, 20, 261.
Simon, Abram, 1357.
Simpson, J. D., 887.
Singh, S. N., 286–287, 1702.
Skarstrom, William, 1165.
Slattery, Margaret, 1333.
Slosson, E. E., 1510–1511.
Smallwood, J. C., 1473.
Smith, Anna T., 30, 240, 539, 987.
Smith, B. E., 783.
Smith, D. E., 771.
Smith, Dorothy V. H., 1072.
Smith, Eleanor M., 513.
Smith, F. E., 221.
Smith, F. O., 926.
Smith, F. W., 849.
Smith, Fannie A., 49 (5).
Smith, H. B., 701.
Smith, H. I., 1674.
Smith, P. A., 289.
Smith, Payson, 1227.
Smith, T., 280.
Smith, T. L., 5, 540–541.
Smith, W. H., 362, 1037.
Smith, W. W., 470, 1334.
Snedden, D. S., 608, 702, 827, 975, 1390–1391, 1416–1417.

Snyder, E. R., 50 (33).
SOCIAL PEDAGOGY, bibliography, 42.
Society for the promotion of engineering education, 1501.
SOCIOLOGICAL ASPECTS OF EDUCATION, 1203–1281.
Soldan, F. L., 363.
Sonnenschein, W. S., 11.
Soule, A. MacN., 880.
Soulier, Hippolyte, 1228.
SOUTH, THE, education, 51 (2) (4) (9); 52 (1–54), 129.
SOUTH AMERICA, history of education, 198–207; universities, 1692.
Southern association of college women, 1555–1556.
Southern commercial congress, 51 (1–5).
Southern educational association, 52 (1–54).
SPAIN, University of Oviedo, 1701.
SPECIAL CLASSES, 1586–1643.
SPECIAL DAYS, schools, 1170–1177.
SPECIAL EDUCATION, 50 (86–91).
SPELLING, 43, 618–623.
Spencer, *Mrs.* A. G., 1307, 1576.
Sprague, Roger, 1705.
Squier, L. W., 997.
Squire, Carrie R., 444.
Stanton, Leslie, 1012.
Starbuck, E. D., 1347.
Starch, Daniel, 445, 724.
STATISTICS, educational, 998–1007.
Stearns, A. E., 364.
Stebbins, C. A., 50 (95).
Stecher, W. A., 1090.
Steele, A. G., 24, 1034.
Steeves, H. R., 946.
Steiner, Rudolf, 514.
STENOGRAPHY. *See* SHORTHAND.
Stevens, Ellen Y., 542–544.
Stevens, Kate, 1466.
Stevens, N. E., 985, 1257.
Stevens, Romiett, 393.
Stevens, T. W., 1177.
Stevenson, J. J., 888.
Stewart, A. H., 1279.
Stewart, C. A., 909.
Stewart, Cora W., 602.
Stockwell, S. S., 609.
Stoddard, F. H., 167.
Störring, Gustav, 1308.
Stokes, A. P., *jr.*, 1690.
Story, A. J., 1628.
Stowe, A. M., 1013, 1335.
Stowe, L. B., 1484.
Strassburger, Ferdinand, 1577.
Stratton, Clarence, 918.
Strayer, G. D., 144, 394.
Strong, H. A., 365.
Stuart, D. C., 881.
Stuart, Janet E., 1578.
STUDENT LIFE AND CUSTOMS, 1178–1194.
STUDENT SELF-GOVERNMENT, 50 (82), 1075–1079.
Sturges, Annis M., 1639.
STUTTERING, 1618.
SUBNORMAL CHILDREN, 50 (91).
Summers, L. L., 684.
Sumner, Mary B., 1062.
SUNDAY SCHOOLS, religious pedagogy, 1322–1337.
SUPERVISION. *See* SCHOOL SUPERVISION.
Sutherland, J. C., 196.
Sutton, W. S., 32, 366, 1022, 1596.
Suzzalo, Henry, 50 (11), 515, 623.
SWEDEN, history of education, 270.
Sweeney, J. D., 1038.
Swift, E. J., 446–447.
Swift, F. H., 990.
SWITZERLAND, history of education, 272.
Sykes, Marion, 1063.

T.

Talbert, E. L., 1280.
Tall, Lida L., 653.
Tanner, G. W., 1670.
Tate, W. K., 603.
TAXATION, schools 51 (5).
Taylor, A. R., 367.
Taylor, C. K., 1309.
Taylor, Harris, 1629.
Taylor, J. A., 949.
Taylor, J. M., 1579.
Taylor, J. P., 1418.
Taylor, J. S., 612, 1007.
Taylor, W. E., 816.
TEACHERS, agricultural education, 52 (47); city schools, 50 (26); high schools, 50 (40); ideals and purposes, 50 (18); industrial schools, 50 (51); opportunity, 50 (4); responsibility, 50 (66). *See also* TENURE OF OFFICE; TRAINING of TEACHERS.
TEACHERS' CERTIFICATES, 44, 822–828.
TEACHERS' INSTITUTES, 818–821.
TEACHERS' PENSIONS, 993, 995–997.
TEACHERS' SALARIES, 52 (28–29), 992–997.
TEACHING, as a profession, 829–837; bibliography, 45; dramatic method, 399–401; principles and practice, 376–968; standards, 50 (11).
TECHNICAL EDUCATION, 51 (4), 1468–1485. *See also* INDUSTRIAL EDUCATION.
TEETH, school children, 1126.
Templeton, J. C., 1169.
TENURE OF OFFICE, teachers, 824.
Terman, L. M., 449, 1110, 1118.
Texas. University, 604.
Texas state teachers' association, 87 (1–14), 88.
TEXTBOOKS, 1008–1013.
THEOLOGICAL SCHOOLS, 1531–1533.
THEORY OF EDUCATION, 317–375.
Thirkield, W. P., 1597.
Thomas, T. P., 910, 1190.
Thompson, A. C., 50 (18).
Thompson, J. G., 49 (4).
Thompson, Mary E., 616.
Thorndike, E. L., 368, 450–451, 617, 817.
Thornton, J. S., 270.
Thornton, W. M., 927.
Thurston, H. F., 145.
Thwing, C. F., 882, 1191, 1371.
Tinker, W. H., 1348.
Todd, E. S., 752.
Tombo, Rudolf, *jr.*, 183–185, 264, 1678.
Tonini, Quintilio, 369.
Torchia, Francesco, 265.
TORONTO. UNIVERSITY, 1691.
Town, Clara H., 452.
Tozier, Josephine, 545–548.
TRADE EDUCATION. *See* INDUSTRIAL EDUCATION.
TRAINING OF TEACHERS, 809–854.
Tressler, J. C., 725.

Trowbridge, Ada W., 1493–1494.
TRUANCY, 1072, 1641–1643.
Truc, H., 40, 1119.
TUBERCULOSIS, school children, 1127–1130.
Tucker, W. J., 900.
Tuckerman, Frederick, 302.
TURKEY, colleges, 1702.
Turmann, Max, 1318.
Tyler, J. M., 50 (76).
TYPES OF EDUCATION, 1372–1552.

U.

UNIFORM RECORDS AND REPORTS, 50 (16).
UNITED STATES, bibliography of education, 19; educational advance, 50 (12), (14); educational history, 120–162 (*see also under special topics*); present status of education, 50 (10).
United States. Bureau of education, 3, 12, 99–102, 147, 1006.
United States. Bureau of labor, 1064, 1467.
UNIVERSITIES, American, history, 169–188; China, 279–280, 1704–1705; efficiency, 50 (46); Germany, 262–264, 1698–1699; India, 283, 287; Japan, 1703; Norway, 1700; pedagogy, 850; South America, 1692; Spain, 1701. *See also* COLLEGES AND UNIVERSITIES.
UNIVERSITY EXTENSION, 1653–1655.
Unrich, Flora, 1612.
Updegraff, Harlan, 44, 50 (26), 828, 991. 988, 1007.
Upward, Allen, 395.
Usherwood, T. S., 1438.
Utah educational association, 89 (1–9).
Utsurikawa, Nenozo, 1603.

V.

Vallance, C. A., 788.
Van Biervliet, J. J., 477.
Van Cleve, E. E., 1319.
Van Denburg, J. K., 1065.
Vandepitte, Charles, 396.
Vandewalker, Nina C., 516–517.
Van Dyke, Paul, 1192.
Van Hise, C. R., 186, 1689.
Van Ornum, J. L., 370.
Van Sickle, J. H., 1613.
Van Wagnen, Oliver, 371.
Vaujany, Joseph, 241.
VENEZUELA, education, 201.
VENTILATION, 50 (70), 1094–1096.
Vermont state teachers' association, 90 (1–11).
Vermont. University, 928.
Verret, Sylvain, 1320.
Viales, A., 1580.
VIENNA, education, 20.
Villey, Pierre, 372.
Vincent, G. E., 883.
Virginia education commission, 187.
VOCATIONAL EDUCATION, 50 (15), 1392–1420.
VOCATIONAL GUIDANCE, 1421–1426.
Voorhees, O. P., 989.
Voss, Emilia V. K. de, 1281.

W.

WALES, education, 211.
Walker, A. T., 747.
Wallin, J. E. W., 1111.
Walsh, J. J., 119.
Walter, H. E., 791.
Ward, Daniel, 1152.
Ward, D. A., 1229.
Ward, E. J., 1248.
Ward, Susan H., 1683.
Warner, A. B., 704.
Warren, H. C., 549.
Warren, Irene, 13.
Warriner, E. C., 50 (18).
Washburn, W. C., 1614.
Washburn, W. S., 968.
Washington, B. T., 269, 1598–1600.
Washington (State). Department of education, 1020.
Washington educational association, 91 (1–11).
Weatherford, W. D., 1601.
Webb, W. H., 1091.
Weeks, Ruth M., 1419.
Weeks, S. B., 14, 148.
Weir, L. H., 50 (36) (75), 1153–1154.
Weiss, A. P., 453.
Weiss, W. P., 903.
Welling, Richard, 50 (82).
Wells, A. R., 1336.
Welton, James, 454.
Wertheimer, Julius, 1039.
West, A. F., 1685.
WEST INDIES, history of education, 197, 208.
West Virginia education association, 92 (1–8).
West Virginia university. Educational conference, 93.
Westermann, Friedrich, 1650.
Western drawing and manual-training association, 1428.
Westgate, L. G., 934.
Wettstein, C. T., 1619.
Weyer, E. M., 373.
Whicher, G. F., 958.
Whitcher, G. H., 674.
White, F. M., 1500, 1643.
White, F. R., 297.
White, W. A., 665, 1230.
Whitney, F. P., 1615.
Whitney, W., 792.
Whittemore, W. L., 374.
Wickes, Frances G., 647.
Wiener, William, 1258.
Wild, Laura H., 550, 1231.
Wile, I. S., 1125.
Wilkerson, J. W., 149.
Williams, E. F., 309.
Williams, L. A., 551.
Willingham, H. J., 50 (9).
Willis, B. F., 1092.
Wilm, E. C., 1321, 1349.
Wilson, C. D., 1193.
Wilson, G. M., 635, 986.
Wilson, H. B., 50 (34), 558.
Wilson, Helen H., 1581.
Wilson, L. N., 6.
Wilson, L. R., 1671.
Wilson, R. H., 150.
Wilson, Woodrow, 1249.
Winch, W. H., 471, 1074.
Winchester, B. S., 1358.
Winship, A. E., 151, 161, 552, 1259.
Winslow, E. A., 50 (79).
Wisconsin. Department of education, 482.

Wisconsin teachers' association, 94 (1-11).
Wisconsin. University, 1688-1689.
Witmer, Lightner, 1613, 1640.
Wixon, H. M., 50 (1).
Wolfe, A. B., 884.
Womack, J. P., 162.
WOMEN, education, 1553-1585.
Women's educational and industrial union, 1557.
Wood, A. J., 188.
Wood, I. F., 1337.
Woodruff, C. R., 1126.
Woods, A. F., 1485.
Worcester, Mass. *See* Public education association of Worcester.
Works, G. A., 789.
Wright, E. D., 954.
Wright, H. P., 1194.
Wulfing, G. E., 1420.
Wyer, J. I., *jr.*, 1672.

Y.

YALE UNIVERSITY, 1690.
Yeames, H. H., 748.
Young, Ella F., 50 (2), 50 (10), 375.
Young, Evangeline W., 49 (2).
Young, J. W. A. 768.

Z.

Zauck, C., 1616.
Zergiebel, M., 472.
ZOOLOGY, 792.

BULLETIN OF THE BUREAU OF EDUCATION.

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No. 16. Monthly record of current educational publications, June, 1915.

No. 17. Civic education in elementary schools as illustrated in Indianapolis. Arthur W. Dunn.
No. 18. Legal education in Great Britain. H. S. Richards.
No. 19. Statistics of agricultural, manual training, and industrial schools, 1913-14.
No. 20. The rural school system of Minnesota. H. W. Foght.
No. 21. Schoolhouse sanitation. William A. Cook.
No. 22. State versus local control of elementary education. T. L. MacDowell.
No. 23. The teaching of community civics.
No. 24. Adjustment between kindergarten and first grade. Luella A. Palmer.
No. 25. Public, society, and school libraries.
No. 26. Secondary schools in the States of Central America, South America, and the West Indies. Anna T. Smith.
No. 27. Opportunities for foreign students at colleges and universities in the United States. Samuel P. Capen.
No. 28. The extension of public education. Clarence A. Perry.
No. 29. The truant problem and the parental school. James S. Hiatt.

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UNITED STATES BUREAU OF EDUCATION
BULLETIN, 1915, NO. 31 . . . . WHOLE NUMBER 658

A COMPARATIVE STUDY OF THE SALARIES OF TEACHERS AND SCHOOL OFFICERS

DEPARTMENT OF THE INTERIOR

WASHINGTON
GOVERNMENT PRINTING OFFICE
1915

UNITED STATES BUREAU OF EDUCATION

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CONTENTS.

Page.
Letter of transmittal 5
Prefatory statement 7
I.—Introduction and summary 9
  Previous investigations of teachers' salaries 9
  The increased cost of living 11
  Cost of room and board in different cities 12
  Earnings of school workers compared with earnings in other occupations 13
  Salaries of county officials 16
  Rural teachers, farm laborers, and rural mail carriers 18
  Teachers' salaries compared with other school expenses 19
  Maximum and minimum salaries 24
  Methods in salary campaigns 26
II.—Statistics of salaries for 1914–15 28
  Table 1.—Salaries of officers and of high and elementary school-teachers in cities having between 2,500 and 5,000 population 28
  Table 2.—Salaries of rural-school teachers in certain counties 83
  Table 3.—Salaries of county superintendents 87
III.—A study of salaries of elementary teachers 87
  Table 4.—Average and median salaries and per cent of variability 91
  Table 5.—Frequency of different salaries of elementary-school teachers in cities having over 5,000 inhabitants 103
  Salaries of elementary-school teachers in 1903–4 and 1912–13 109
  Number and per cent of elementary-school teachers in 1912–13 receiving salaries as high or higher than the median, lower quartile, and upper quartile salaries of 1903–4 117

LETTER OF TRANSMITTAL.

Department of the Interior,
Bureau of Education,
Washington, July 14, 1915.

Sir: The problem of teachers' salaries is one in which compilations of exact data are peculiarly important. School superintendents, members of boards of education, teachers, and the general public need to have constantly at their disposal accurate up-to-date information with regard to the economic returns of the teaching profession in their own and other communities. The accompanying manuscript contains information of this definite character; it continues the data presented in Bulletin, 1914, No. 16, including salary figures for cities and towns between 2,500 and 5,000 population for the year 1914–15; it shows the amount paid for teachers' salaries as compared with other items of school expenditure for certain city school systems; it gives salaries of rural-school teachers in typical counties, with the school term in days, and salaries of county superintendents in the several States; it seeks to analyze and interpret certain of the 1912–13 figures, previously published; and it institutes useful comparisons between the remuneration of school workers and persons in other occupations.

The report herewith presented is made possible by a cooperative arrangement between the Bureau of Education and the National Education Association Committee on Teachers' Salaries and Cost of Living. The statistical work, which makes up the bulk of this report, was in charge of Miss Roberta King, one of the authors of "The Tangible Rewards of Teaching." The interpretative comment for the comparative tables (Part III) was furnished by Dr. Harlan Updegraff, professor of school administration in the University of Pennsylvania. Acknowledgment is also due to Dr. Joseph Swain, chairman of the Committee on Teachers' Salaries, for helpful suggestions in the preparation of the report.

I recommend that this manuscript be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. Claxton,
Commissioner.

The Secretary of the Interior.

PREFATORY STATEMENT.

The Committee on Teachers' Salaries and Cost of Living presented its first report to the National Education Association in January, 1913. This report, prepared by Dr. Robert C. Brooks, professor of political science in Swarthmore College, the executive secretary to the committee, was published by the National Education Association, and copies may still be purchased from the secretary, Durand W. Springer, Ann Arbor, Mich. This report treats of the attempts that have been made to measure the cost of living and its probable causes, and presents the economic and social condition of teachers in five typical cities as obtained through a detailed questionnaire answered by over 1,600 teachers. The last section is devoted to a presentation of salary schedules, tenure, and pensions in States and cities throughout the United States.

The following year, through the cooperation of the United States Bureau of Education, the committee was able to present to the association the actual salaries paid in 1912–13 to all teachers in practically every city in the country having a population of 5,000 or more. This volume, published as a bulletin of the Bureau of Education (1914, No. 16), also contained the salary schedules of certain city school systems in that year and in previous years, thus showing their historical development. Other important features of the compilation were salaries paid in universities, colleges, State normal schools, and other State educational institutions, and the laws relating to salaries in the various States of the Union.

At the same meeting of the association in St. Paul in 1914 the committee also presented to the association a paper prepared by Dr. Scott Nearing, associate professor of economics in the University of Pennsylvania, which dealt with the problem of determining what is a reasonable standard of living for teachers and whether present salaries are adequate to maintain teachers upon that standard. This paper is published in the Proceedings for that year.

In the present report the committee is able to carry out in part one of the purposes which it has had in mind from the beginning of its labors, namely, a comparison of salaries paid in 1903–4—as recorded in the report of the committee of the National Education Association on salaries, tenure, and pensions—and salaries paid in 1912–13. Elementary school teachers have been chosen first for comparison because they constitute the largest number of teachers and receive the lowest salaries.

The other features of the present report help to keep the information regarding salaries up to date and to present material which is valuable in the consideration of local questions regarding salaries. Their character may be easily seen from the table of contents.

JOSEPH SWAIN,

Chairman of the committee[1] of the National Education Association on teachers' salaries and cost of living.

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[1] The members of the committee in addition to the chairman are: Ernest C. Moore, professor of education, Harvard University; Grace C. Strachan, district superintendent of schools, New York, N. Y.; David B. Johnson, president of Winthrop Normal and Industrial College, Rock Hill, S. C.; Harlan Updegraff, professor of educational administration, University of Pennsylvania; Margaret Haley, Chicago, Ill.; and James Ferguson, San Francisco, Cal.

A COMPARATIVE STUDY OF THE SALARIES OF TEACHERS AND SCHOOL OFFICERS.

I. INTRODUCTION AND SUMMARY.

PREVIOUS INVESTIGATIONS OF TEACHERS' SALARIES.

To understand the present status of teachers' salaries investigations, it is necessary to bear particularly in mind three previous studies: (1) Report of the Committee on Salaries, Tenure, and Pensions of the National Education Association, 1905; (2) Report of the Committee on Teachers' Salaries and Cost of Living of the National Education Association, 1913; (3) continued report of the same committee, published as Bulletin, 1914, No. 16, of the Bureau of Education. The present study is a continuation, in one form or another, of the data presented in all three of these reports.

(1) At a meeting of the council of the National Education Association, July 8, 1903, a committee was appointed to "inquire into and report upon the salaries, tenure of office, and pension provisions of teachers in the public schools of the United States." The committee consisted of Carroll D. Wright (chairman), Franklin H. Giddings, E. G. Cooley, Catherine Goggin, R. H. Halsey, William McAndrew, and Anna Tolman Smith. The committee selected Charles H. Verrill, an expert statistician, to supervise the compilation of the data. The final report, published in 1905, is a document of 466 pages. It gives the following information for the year 1903-4: Actual salaries of teachers in practically all cities and towns of 8,000 or more population; similar data from typical towns of less than 8,000 population; salary schedules from typical cities; a study of the funds from which teachers' salaries are paid; earnings in teaching as compared with wages of other workers—municipal, unskilled laborers, and machinists; purchasing power of salaries in different localities; length of teaching service in certain cities; teachers' pensions. The detailed tables show: I. Number and minimum, maximum, and average yearly salaries of principals and teachers in high and elementary schools and kindergartens. II. Salaries of teachers in high schools, classified by amounts. III. Salaries of principals of elementary schools, classified by amounts; salaries of teachers in elementary schools, classified by amounts.

The information in this report is specific, accurate, and well presented. Though its figures are now out of date, its methods are highly suggestive, and whatever comparative statement of growth can now be made is based largely on the work of this committee.

(2) At the San Francisco meeting of the National Education Association in July, 1911, the following resolution on salaries, tenure, and pensions of teachers was adopted:

> *Resolved*, That the president of the National Education Association be authorized to appoint a committee consisting of seven members, to consider and report to the association its findings and recommendations concerning salaries, tenure, and pensions of teachers, the committee to take into consideration, among other things, the increased cost of living, the increased professional demands upon the time, strength, and funds of teachers, and whether the increase in teachers' wages has kept pace with the increase in the wages of other workers, the increase in the cost of living, and the increased demands upon teachers.[1]

In January, 1913, a report was presented. The emphasis in this report was economic, rather than statistical. It summarized current economic data on the increased cost of living, the rise in wholesale prices; retail prices of food; causes of the increased cost of living; and opinions of economists on the increased cost of living in various sections of the country. The economic and social condition of teachers in five typical cities—Cincinnati and Hamilton, Ohio; Denver, Colo.; Atlanta, Ga.; and New Haven, Conn.—was then studied. Age and sex of teachers; number of children and others dependent upon teachers for support; home ownership and tenancy of married teachers; residence and amount paid for board and room of unmarried teachers; other sources of income of teachers; savings of teachers; life insurance carried by teachers; the teachers' working day; educational and professional training of teachers; teachers' salaries and salaries of other municipal employees—these and similar topics were treated. The report showed convincingly not only that teaching is poorly paid in comparison with other forms of service requiring far less ability and preparation, but that the rapidly depreciating value of money is making the economic situation of the teacher constantly more difficult.

(3) In the letter of transmittal for the report on teachers' salaries and cost of living it was stated that:

> The executive secretary, with the approval of the committee, has arranged in cooperation with the Bureau of Education for a study to be undertaken before the end of this school year of the actual salaries paid teachers in the cities and rural districts of the United States.

The material thus arranged for was published as Bulletin, 1914, No. 16, of the Bureau of Education. This bulletin gives the actual salaries of all teachers and school officers in cities of 5,000 population and over; salaries of officers, professors, and instructors in State-aided and other universities and colleges; salaries of officers, professors, and instructors in State normal schools; salaries of instructors in trade, manual training, and industrial schools; salaries of officers and instructors in schools for special classes of pupils; salaries of State superintendents, county superintendents, and rural-school teachers; and laws relating to teachers' and county superintendents' salaries.

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[1] For the personnel of the committee, see prefatory statement, p. 7.

The present report, taken in conjunction with the data in Bulletin, 1914, No. 16, makes available actual salary figures for superintendents, high-school teachers and principals, and elementary teachers and principals, in practically all cities of more than 2,500 population. As far as cities are concerned, therefore, it is now possible to get a real picture of teachers' salary conditions in the United States. For city teachers the task has become that of analysis, interpretation, and presentation; and in future salary investigations work such as has been undertaken in Part III of this report (p. 87) will be more and more desirable. For rural teachers, on the other hand, the preliminary work of compiling data has hardly begun.

THE INCREASED COST OF LIVING.

The salaries committee report of 1913 called attention to the fact that in 1911 wholesale prices were 44.1 per cent higher than in 1897; so that, measured by wholesale prices, a teacher whose salary had remained fixed at $1,000 since 1897 would have had no greater purchasing power in 1911 than $693.76 possessed in the earlier year. This upward trend of wholesale prices has continued. The teacher whose salary has remained at $1,000 since 1897 now has a purchasing power equivalent only to $663.57. To put it in another way, a teacher receiving a salary of $700 in 1897, and having had such increases that she is receiving $1,000 this year, is less well off than she was in 1897, on the basis of wholesale prices. If she is fortunate enough to have had increases in salary amounting to 50 per cent of her 1897 salary, she will now be economically in about the same condition as in 1897.

It is useful for the present purpose to make a comparison between 1903-4 and 1912-13, since these are the years for which salary comparisons have been worked out. The Bureau of Labor finds that in 1913 wholesale prices were 19.6 per cent higher than in 1904. Measured by wholesale prices, therefore, a teacher whose salary had remained at $1,000 since 1904 would have a purchasing power equivalent to $836.12 in 1913. In other words, a stationary salary for the nine years between 1904 and 1913 was the same as a net cut in salary of $163.88. In general there has been some improvement, however. Comparison between the figures for 1904 and 1913 (Table 10) shows that the average advance in salaries for the cities considered was between 24 and 28 per cent. Salaries in these cities—they are the more favored localities, it should be noted—have therefore advanced at somewhat greater rate than the cost of living as measured by wholesale prices. No comparative data are available for cities and towns below 8,000 population.

It should never be lost sight of, however, that teachers are expected to live on a much better scale of living than other workers on similar wage, and that the living standard for teachers is constantly rising. As the 1905 report stated it:

> The salaried employee is always at a disadvantage at periods of prosperity and high prices, as salaries are much slower to advance than prices or wages. The salaried employee with a stationary income must not only pay the higher prices, but he almost of necessity follows his neighbor, more fortunate in an increased income from the prosperous times, in an indulgence in larger expenditures. Salaried employees must live according to the standard of those around them, and this is especially true of teachers. All their social life is in the public view, and the public has a peculiar interest in the maintenance of their social position.

COST OF BOARD AND ROOM.

In order to arrive at some idea of the relation of salaries to living conditions in different communities, superintendents of schools were asked this year to state, "For how much per *week* may teachers in your city obtain board and room?" More or less exact figures were obtained from 1,555 cities, as follows:

TABLE A.—*Estimated cost of board and room per week.*

Estimated cost of room and board per week (minimum).	Number of cities.	Per cent.
$3	4	0.25
$4	118	7.60
$5	603	38.78
$6	513	32.99
$7	219	14.08
$8	78	5.02
$9	10	0.64
$10	10	0.64
Total units reporting	1,555	100.00

Examination of these figures shows that the range is in reality surprisingly small. Five to seven dollars is the prevailing figure; 1,335 cities, or 86 per cent of those reporting, fall within these amounts as a minimum for board and room for teachers. Cities paying very high and very low salaries to teachers report the same figure for room and board. There is a curious lack of relation between teachers' salaries and cost of living in many communities. Board and room apparently cost as much in Eufaula, Ala., as in Nutley, N. J., though Eufaula pays her elementary teachers $495 and Nutley pays from $550 to $1,100. The estimate of $6 to $8 for Anaheim, Cal., may be compared with the figure for Stuttgart, Ark., which is $6. Anaheim pays elementary teachers $653 to $900; Stuttgart, $225 to $495.

The superintendents' figures give little comfort to the oft-heard theory that "while salaries may be low, living is cheaper," in the smaller towns than in the big cities. Birmingham, Ala.; Denver, Colo.; New Haven, Conn.; Louisville, Ky.; New Orelans, La.; Baltimore, Md.; Buffalo, N. Y.; Rochester, N. Y.; Pittsburgh, Pa.; and Providence, R. I., are among the cities where prices for room and board ranging from $5 to $7 are reported. The figures for Gadsden, Ala. (population 10,557 in 1910), and that for Philadelphia are the same—"$7 up." The highest paid teacher in Gadsden received $540 per year. Arizona reports a board and room rate averaging $9.50, but her teachers receive about the same salary as those of North Dakota, where board is reported as $7.50. In California, where the salaries average one-third higher than in most other States, the cost of room and board are seldom higher than in other parts of the United States. In Atlanta, Ga., teachers may obtain room and board for "any amount from $10 a month up." In Columbus, Ga., it is $7 a week, "without coal." Detroit, Mich., reports $6 to $15. In Albany, N. Y., board and room for teachers is "any amount they can pay." For Archbald, Pa., which had a population of 7,194 in 1910, the superintendent reported no estimate, because "all live with parents except 4 married."

EARNINGS OF SCHOOL WORKERS COMPARED WITH EARNINGS IN OTHER OCCUPATIONS.

The various studies of teachers' salaries have generally made some attempt to show the inadequacy of the school workers' pay as compared with the pay in other fields. The following table presents for 11 typical cities the average yearly salaries of elementary school teachers compared with wages of workmen in building trades in 1913. It should be noted that the figures given for workmen are actual average earnings, while those for teachers are subject to reduction for sickness, absence, or other causes. Few cities pay teachers as much as they do the workers who build the schoolhouses in which the teachers carry on their duties. In Kansas City, Kans., apparently the teacher gets $678 a year, whereas bricklayers get $1,247, carpenters $930, painters $1,066, plasterers $1,331, and plumbers $1,373. Cleveland, Ohio, and Dallas, Tex., offer equally striking examples. Teachers are the last to begrudge these deserving workers their well-earned pay; but can not the public be educated up to the point of paying at least as much to those who mold their children's lives as to those who paint houses or wipe joints? The world to-day demands good service in every field; it seeks, as never before, for workers specially trained—for painters who know how to paint; for plumbers who know their business; for printers who are experts; for men and women in every line who have mastered their occupation. Will it not also pay for teachers who can teach?

TABLE B.—*Average yearly salaries of elementary school teachers compared with salaries of workmen in building trades for certain cities, 1913.*[1]

Cities.	Teachers.	Bricklayers.	Carpenters.	Machinists.	Molders.	Painters.	Plasterers.	Plumbers.
San Francisco, Cal	$1,124	$1,390	$964	$944	$1,126	$1,081	$1,309	$1,540
Denver, Colo	986	1,053	960	1,023	967	779	1,082	1,054
Chicago, Ill	1,034	1,293	1,139	884	942	1,232	1,326	1,394
Kansas City, Kans	678	1,247	930	956	931	1,066	1,331	1,373
Baltimore, Md	692	1,057	908	824	941	767	1,161	1,101
Boston, Mass	1,001	1,244	1,026	1,074	980	957	1,201	1,320
Minneapolis, Minn	937	1,197	1,030	958	927	921	1,201	1,044
New York, N. Y	1,197	1,078	1,076	934	986	833	1,142	1,245
Cleveland, Ohio	791	1,192	992	875	945	1,003	1,132	1,219
Dallas, Tex	670	1,460	1,035	1,080	....	902	1,365	1,321
Seattle, Wash	1,021	1,174	948	896	....	975	1,259	1,617

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[1] Salaries for workmen are actual average earnings. (Bureau of Railway Economics. "Earnings and cost of living of skilled workmen in the East and in the West." Washington, D. C., September, 1914. Exhibit No. 39.)

While comparison with trade workers is important, it is still more to the point to be able to show salaries of elementary teachers compared with other types of municipal workers, such as policemen and firemen. In every one of the 58 cities selected at random policemen and firemen are paid higher salaries than teachers—often nearly twice as much. It is not that the policemen and firemen are paid too much, but simply that the public has only begun to awake to the need for adequate pay for all trained workers.

TABLE C.—*Average yearly salaries of elementary teachers compared with salaries of policemen and firemen in certain cities.*

Cities.	Teachers.	Policemen.	Firemen.
Selma, Ala	$552	$840	$660
Fort Smith, Ark	546	900	780
San Francisco, Cal	1,124	1,464	....
Colorado Springs, Colo	871	960	1,020
Denver, Colo	552	1,050	1,050
Trinidad, Colo	741	1,080	1,080
New Britain, Conn	605	1,080	950
Washington, D. C	982	1,165	1,062
Tampa, Fla	441	990	840
Atlanta, Ga	623	990	990
Belleville, Ill	641	870	900
Rockford, Ill	544	1,050	....
Indianapolis, Ind	761	1,080	1,080
Dubuque, Iowa	538	840	840
Kansas City, Kans	678	840	960
Lawrence, Kans	533	780	....
Newport, Ky	630	840	840
Monroe, La	517	879	....
Bangor, Me	597	967	874
Baltimore, Md	692	900	1,020
Boston, Mass	1,001	1,316	1,272
Fall River, Mass	646	945	990
Malden, Mass	679	1,200	1,095
Kalamazoo, Mich	635	1,118	978
Duluth, Minn	724	960	960
Minneapolis, Minn	937	980	1,124
Winona, Minn	577	840	840
Meridian, Miss	478	960	900
Sedalia, Mo	457	733	795
Grand Island, Nebr	521	840	840
Lincoln, Nebr	738	780	780
Reno, Nev	865	1,140	1,140
Albuquerque, N. Mex	677	1,080	990
Elmira, N. Y	549	872	871
Niagara Falls, N. Y	657	978	981

Table C.—*Average yearly salaries of elementary teachers compared with salaries of policemen and firemen in certain cities*—Continued.

Cities.	Teachers.	Policemen.	Firemen.
New York, N. Y	$1,197	....	$1,257
Charlotte, N. C	426	$840	876
Fargo, N. Dak	683	900	780
Cleveland, Ohio	791	1,177	1,081
Dayton, Ohio	654	960	960
Portsmouth, Ohio	507	900	900
Tulsa, Okla	604	900	995
Portland, Oreg	1,006	1,080	1,080
Easton, Pa	546	840	840
Chester, Pa	506	780	....
York, Pa	483	780	....
Columbia, S. C	530	900	900
Sioux Falls, S. Dak	673	840	820
El Paso, Tex	687	1,020	960
Marshall, Tex	459	900	....
Ogden, Utah	638	1,080	960
Portsmouth, Va	489	900	840
Richmond, Va	578	1,080	957
Everett, Wash	858	1,000	840
Seattle, Wash	1,021	1,140	....
Madison, Wis	634	900	960
Racine, Wis	631	900	900
Cheyenne, Wyo	829	960	960

The growing importance of the administrative side of education makes it desirable to compare, where possible, the salary of the superintendent of schools and his assistants with certain other public officials. This information is given for certain cities in Table D. It is worth noting that salaries compare much more favorably for the heads of the school system than for the teachers. At Fort Smith, Ark., the superintendent of schools receives a salary of $3,200, which is about on a par with the salary of the city postmaster; the chief of police receives $1,800, and the fire chief $1,320. In Baltimore, Md., where individual policemen and firemen receive several hundred dollars a year more than teachers, the superintendent of schools receives $5,000, while the police chief receives but $2,750, and the fire chief $3,400. Boston pays $10,000 to her superintendent of schools, but $6,000 to a chief of police, and $5,000 to a fire chief. The Minneapolis figures are still more surprising—$8,000 for the head of the school system, and $3,600 and $1,824, respectively, for the heads of police and fire departments. In all but two of the cities here listed, the salary of the superintendent of schools exceeds that of the chief of fire or police. In Washington, D. C., the superintendent of schools is the highest-paid salaried official, receiving more than the district commissioners. So far as the 1914–15 figures are available, they show that 32 superintendents receive salaries of $5,000 or more.

TABLE D.—*Salaries of city school officers compared with salaries of other public officers for certain cities, 1914–15.*

Cities.	Superintendent of schools.	Assistant superintendent of schools.	Postmaster.	Assistant postmaster.	Chief of police.	Chief of fire department.
Selma, Ala	$2,700	....	$3,100	$1,500	$1,500	$1,500
Fort Smith, Ark	3,200	....	3,400	1,700	1,800	1,320
San Francisco, Cal	4,000	$3,000	6,000	3,000	4,000	5,000
Denver, Colo	6,000	....	6,000	3,000	3,600	3,600
Trinidad, Colo	2,600	....	2,900	1,400	1,500	1,800
New Britain, Conn	4,000	....	3,500	1,700	1,600	1,400
Washington, D. C	6,000	3,000	6,000	3,000	4,000	3,500
Tampa, Fla	3,600	....	3,600	1,800	2,400	2,400
Rockford, Ill	*2,650	....	3,600	1,800	2,000	2,000
Indianapolis, Ind	5,500	3,000	6,000	3,000	4,000	3,300
Kansas City, Kans	3,500	....	3,600	1,800	1,800	1,800
Newport, Ky	2,250	....	3,200	1,600	3,000	1,200
Bangor, Me	*2,200	....	3,500	1,700	1,350	1,200
Baltimore, Md	5,000	2,700	6,000	3,000	2,750	3,400
Boston, Mass	10,000	5,496	8,000	4,000	6,000	5,000
Fall River, Mass	3,500	2,400	3,500	1,700	2,000	2,500
Kalamazoo, Mich	3,600	....	3,600	1,800	1,800	1,800
Duluth, Minn	*4,500	....	3,900	1,900	2,500	2,500
Minneapolis, Minn	8,000	4,000	6,000	3,000	3,600	1,824
Winona, Minn	2,500	....	3,300	1,600	1,350	1,320
Meridian, Miss	2,750	....	3,300	1,600	1,800	1,800
Sedalia, Mo	2,400	....	3,200	1,600	1,200	1,200
Grand Island, Nebr	2,100	....	3,100	1,500	1,200	1,080
Lincoln, Nebr	*3,300	....	3,900	1,900	1,800	1,800
Albuquerque, N. Mex	2,500	....	3,200	1,600	1,740	1,440
Elmira, N. Y	4,000	850	3,500	1,700	2,400	1,620
New York, N. Y	12,000	6,500	8,000	4,000	7,500	7,500
Niagara Falls, N. Y	3,300	....	3,500	1,700	1,600	1,600
Charlotte, N. C	2,600	2,100	3,500	1,700	1,500	1,200
Fargo, N. Dak	*3,000	....	3,500	1,700	1,500	1,500
Cleveland, Ohio	6,000	3,750	6,000	3,000	4,000	4,000
Dayton, Ohio	5,000	....	6,000	3,000	2,500	2,500
Tulsa, Okla	3,400	....	3,400	1,700	1,800	1,200
Easton, Pa	*3,000	*1,500	3,400	1,700	1,200	1,380
York, Pa	*2,400	....	3,400	1,700	960	1,200
Sioux Falls, S. Dak	3,300	....	3,400	1,700	1,200	1,200
El Paso, Tex	3,600	....	3,500	1,700	2,400	2,400
Marshall, Tex	2,500	....	2,700	1,300	1,080	1,230
Ogden, Utah	4,000	....	3,300	1,600	2,400	2,100
Richmond, Va	5,000	3,000	6,000	3,000	2,520	2,200
Everett, Wash	4,000	....	3,200	1,600	1,200	1,800
Seattle, Wash	7,500	3,300	6,000	3,000	3,600	....
Madison, Wis	2,500	1,700	3,600	1,800	1,500	1,500
Cheyenne, Wyo	2,600	....	3,100	1,500	1,200	1,200

* Figures for 1912-13.

SALARIES OF COUNTY OFFICIALS.

Comparison of salaries of county school officials with other county officers is not so satisfactory, but it has been attempted in Table E. It should be noticed that States paying the lowest salaries to county superintendents are not given in this list, so that the actual conditions are worse than here indicated. The figures given for the New England States are the average salaries of district and union superintendents, whose function is similar to that of the county superintendent in other States.

TABLE E.—*Salaries of county school officials compared with salaries of other county officers, 1914–15.*

States and counties.	Superintendent of schools.	Sheriff.	Treasurer.	Recorder.	Attorney.	Assessor.	Auditor.	Clerk of the court.	Clerk.	Judge.
Arizona:										
Cochise	$2,400	$4,000	$3,000	$2,400	$3,000	$2,400		$2,700		$2,000
Navajo	1,400	2,400	1,800	1,500	1,500	1,200				
California:										
Marin	2,400	4,500	3,000	2,500	2,400	4,000	$2,400		$2,500	
Orange	2,250	2,500					2,000	1,200		
Colorado:										
Adams	1,100	2,396	2,100			1.800			2,100	1,800
Boulder	2,000	3,000	3,000			2,750		2,000	2,750	3,000
Delaware:										
Sussex	1,200	2,000	800	1,500				1,800	1,500	
Idaho:										
Boise	1,000	1,600	1,200		1,200	1,600	1,600			1,100
Bonneville	1,200	1,800	1,200		1,500	1,500			1,800	1,200
Illinois:										
Boone	1,500	1,000	1,000		1,500				1,500	1,200
Kane	2,750	2,300	2,700	2,500	5,000		2,000		2,600	2,250
Woodford	1,800	1,800	1,800		2,500				1,880	1,500
Iowa:										
Delaware	1,500	1,800	1,500	1,400			1,600		1,550	
Kossuth	1,250	1,800	1,500	1,400	1,000		1,600		1,400	
Kansas:										
Clay	1,200	1,600	1,400	1,500	1,200			1,200	1,400	1,200
Maine:										
Cumberland	*1,332	4,000	[1] 2,100	1,500	1,700					3,000
Oxford	*1,332	1,200	600		900			1,600		1,000
Massachusetts:										
Berkshire	*1,776	2,000	1,500							
Minnesota:										
Winona	*1.429	1,600	2,500				2,500	2,000		
Montana:										
Madison	1,200	2,250	2,000		1,500	1,500		1,800	2,000	
Nebraska:										
Phelps	1,300	1,200	2,000		800				1,600	
Stanton	1,300		2,000		800				1,650	
New Hampshire:										
Grafton	*1,764	600	300					1,200		1,000
New Jersey:										
Middlesex	3,000	5,500							5,500	6,000
New Mexico:										
Otero	*1,650	2,700	2,200			2,200			2,200	
North Dakota:										
Bowman	1,400	1,500	1,600	1,600			1,600	1,000		1,800
Steele	1,600	1,750	1,800	1,600	1,200		1,800	1,200		1,500
Ohio:										
Meigs	1,800	1,525	2,150	1,400			2,150	1,875		2,150
Oklahoma:										
Kiowa	1,400	2,175	1,975		2,175	3,000		1,975	1,975	2,175
Woodward	1,200	1,800	1,600		1,800	3,100		1,600	1,600	1,800
Oregon:										
Union	1,650	2,500	1,200	1,500		1,500			1,800	1,200
Pennsylvania:										
Clinton	1,500				800					
South Dakota:										
Fall River	*1,224		1,500	1,200			1,200			
Grant	*1,224		1,500	1,200			1,800	1,200		
Utah:										
Box Elder	*2,200	1,200	1,100	900	900	850			1,100	
Vermont:										
Orleans	[2] 1,800	800	50						1,500	1,000
Windsor	[3] 1,500	1,400	50						2,400	
Virginia:										
Warren	*957		2,000		500					
Washington:										
Snohomish	1,800	1,900	2,000	720	1,900	1,500	1,900		1,900	1,200
Walla Walla	1,200	1,600	1,800		1,600	1,200	1,600		1,500	
Wisconsin:										
Manitowoc	1,500		1,400	1,500	1,800			1,500	1,800	2,500
Richland	1,200		800		800				1,000	1,500
Wyoming:										
Converse	750	1,500	1,500		1,200	1,500		1,200	1,800	

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* Average salary for the entire State.

[1] Includes salary of 1 assistant.

[2] Salary for superintendent of Newport (county seat).

[3] Salary for superintendent of Woodstock (county seat).

RURAL TEACHERS, FARM LABORERS, AND RURAL MAIL CARRIERS.

The average annual wage of farm laborers in 1913 was $257. The average for rural school teachers appears to range only slightly higher—exact figures are not obtainable. It is interesting to compare with these two classes of workers the rural mail carriers, who receive an average salary of $1,115. In Alabama the figure for male farm laborers was $173 in 1913, while rural mail carriers received $1,052; the average salary for all teachers in the State for 1914—including teachers in the large cities—was $446 for male and $369 for female, while for rural teachers in two counties selected at random it was $310. In Arkansas the counties selected reported $273 as the average annual salary of teachers; male farm laborers average $204, and mail carriers on rural routes $1,043. California, one of the best-paying States for teachers, shows $804 for teachers in two counties, as compared with $421 for farm laborers and $1,046 for rural carriers. Colorado pays $309 to farm laborers, $1,060 to rural mail carriers, and $306 to teachers in independent districts. The rural counties in Connecticut pay an average of $449—not quite half the pay of the mail men. Iowa pays her rural teachers in at least two counties less than farm laborers—$326 as compared with $368; rural mail carriers in this State average $1,081. Massachusetts averages $455 to rural teachers for four counties; male farm laborers receive $306, and rural mail carriers $1,031. North Carolina (26 counties) paid her rural teachers an average of $160, as compared with $191 for farm labor, and $1,034 for rural mail carriers. In Oregon, on the other hand, teachers are paid an average of $605 (two counties), as compared with $372 for male farm labor and $1,056 for rural mail carriers. In Pennsylvania the average teacher's salary for the entire State is $744 for males and $550 for females, as compared with $1,057 for rural mail carriers. In Tennessee (46 counties) the average salary for rural teachers was $223, as compared with $190 for male farm laborers, and $1,051 for rural mail carriers.

So far as figures are available, the economic return from rural school teaching has improved but little over the condition depicted by Dr. Dabney in 1901:[1]

> There is, of course, small opportunity in the country for the professional teacher, or even the habitual teacher. Who is going to prepare himself to teach for the pitiful salary of from $23 to $31 a month for the five months only in the year; or who that can do anything else is going to continue at this very long? Of what use are normal schools until teachers are paid living salaries? The result is that the country schools have to employ "makeshift" teachers, the majority of them inexperienced young people who have had no training beyond what these schools themselves give.

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[1] Report of the Commissioner of Education, 1901, vol. 1, p. 1015.

and who use the school only as a stepping-stone to something better. The young man wants to earn a little money to pay his way at a business college; the girl to earn something to support her in seminary for a few months. Too often the teacher is some director's dependent sister-in-law or aunt, or some male ne'er-do-well who must be kept out of the poorhouse. The best teachers are the farmers' boys and girls who teach during the fall and winter and work during the spring and summer. There is, of course, no prospect of improving this condition until better salaries are provided.

TEACHERS' SALARIES COMPARED WITH OTHER SCHOOL EXPENSES.

A practical question of real importance is the proper proportion of expenditures that should go for salaries of teachers. In cities of 100,000 population and over the percentage ranges all the way from 74.50 in New Orleans, La., to 54 per cent in Pittsburgh, Pa., the average being 65.25 per cent and the median 65.56.

For cities between 25,000 and 100,000 population the range is apparently greater. Columbia, S. C., spends 79.54 per cent of the total for schools in teachers' salaries, while at the other extreme Amsterdam, N. Y., spends but 45 per cent for salaries. The average for this group is 62.60 and the median 63.06 per cent. The figure of 30.63 per cent for Warwick, R. I., is probably due in part to exclusion of all salaries in positions for which any administrative or supervisory functions enter—the item "salaries and expenses of principals" (19.43 per cent) is unusually high, it should be noted.

Tables F and G show the conditions in cities over 100,000 and between 25,000 and 100,000 population, respectively.

TABLE F.—*Teachers' salaries in comparison with other items of total school expenditures in cities having over 100,000 inhabitants, 1913–14.*

[Figures indicate per cent distribution.]

Cities.	Salaries of teachers.	Board of education and business offices.	Superintendent's office.	Salaries and expenses of supervisors.	Salaries and expenses of principals.	Textbooks.	Stationery, supplies, and other instruction expenses.	Wages of janitors and other employees.	Fuel.	Water, power, light, janitors' supplies, etc.	Maintenance—repairs, replacement of equipment, etc.	Libraries.	Promotion of health.	Transportation of pupils.	Payment to other schools, pensions, rents, etc.
Birmingham, Ala	66.60	0.70	2.10	1.80	8.19	3.28	1.16	5.39	1.95	2.56	4.49	0.07	0.83	.....	0.88
Los Angeles, Cal	70.13	3.46	1.18	7.94	1.78	.....	2.97	4.41	.67	1.54	4.10	.92	.83	.....	.06
Oakland, Cal	66.10	1.02	.95	2.45	8.08	.....	3.86	4.82	.81	2.05	6.09	1.06	1.04	0.03	.44
Denver, Colo	69.45	1.41	1.08	1.02	8.27	.84	3.25	5.35	3.45	1.64	3.24	.....	.....	.18	.84
Bridgeport, Conn	66.68	.91	1.07	8.77	2.26	2.54	2.89	6.16	3.03	1.13	4.56	.....	.....	.....	.....
Washington, D. C	72.01	.64	1.01	1.51	4.39	1.44	2.44	5.57	3.12	1.05	4.60	.33	.29	.....	.16
Atlanta, Ga	71.73	(1)	[2]5.14	1.38	8.95	.14	1.15	3.30	1.43	.65	3.59	.....	1.11	.....	1.43
Chicago, Ill	67.79	1.38	1.79	6.50	.31	.11	2.73	9.13	3.01	1.22	4.11	.45	.08	.16	1.23
Indianapolis, Ind	59.54	2.52	1.59	3.41	5.00	.80	3.54	6.28	3.25	1.34	4.98	5.92	.....	.....	1.82
Louisville, Ky	62.28	4.42	3.99	7.70	.....	.29	4.18	6.79	2.04	1.11	5.73	.15	.....	.....	1.31
New Orleans, La	74.50	1.72	1.18	6.63	.63	.15	.....	4.84	1.11	3.62	3.73	.....	.....	.....	1.89
Baltimore, Md	69.62	.85	1.92	.13	7.80	2.90	2.88	7.44	3.15	1.08	1.46	.....	.....	.....	.46
Boston, Mass	64.41	3.33	1.95	1.55	5.80	1.33	2.74	6.02	2.31	1.17	6.73	.....	.59	.07	1.99
Cambridge, Mass	69.12	1.45	2.76	.69	9.15	1.33	2.10	8.46	3.61	.15	1.11	.....	.....	.06	.....
Fall River, Mass	59.04	.87	1.80	1.90	11.28	1.69	3.41	9.51	3.77	.....	5.87	.35	.37	.12	.....
Lowell, Mass	56.31	.98	1.84	1.24	12.27	3.14	1.33	13.18	4.35	1.77	1.39	.....	.65	.06	1.50
Detroit, Mich	67.38	1.22	.24	8.08	1.65	1.84	2.99	9.37	2.69	.35	3.87	.....	.....	.18	.15
Grand Rapids, Mich	62.82	1.71	1.99	.98	7.18	.52	3.39	6.44	2.93	1.54	9.06	.34	.....	.12	.99
Minneapolis, Minn	65.56	1.15	.83	5.95	1.21	2.45	3.98	5.90	3.44	1.32	7.11	.....	1.09	.....	(3)
St. Paul, Minn	66.75	.74	1.08	1.03	7.29	.....	1.98	7.43	5.29	1.19	6.17	.....	.99	.....	.07
Kansas City, Mo	61.31	3.94	2.05	1.09	8.13	1.60	2.34	5.28	3.29	1.30	1.88	6.07	.....	.07	1.64
St. Louis, Mo	57.30	4.68	1.98	6.70	1.62	.95	2.61	6.46	1.09	1.71	12.22	.....	.....	.....	2.68
Omaha, Nebr	56.89	3.53	1.45	1.48	7.74	1.66	2.53	7.60	4.38	1.81	8.36	.....	(3)	.07	2.49
Jersey City, N. J	65.45	1.00	2.50	1.06	7.83	2.25	3.16	6.25	2.67	1.60	3.54	.....	1.11	.....	1.58
Newark, N. J	67.59	2.22	1.91	1.50	7.34	1.88	3.97	5.72	1.81	1.84	1.73	.04	1.08	.04	1.32
Paterson, N. J	68.21	1.08	2.05	8.55	1.48	2.16	2.30	6.83	2.24	1.06	1.89	.04	.26	.....	1.85
Albany, N. Y	60.81	1.44	1.76	1.34	10.34	3.38	3.55	5.38	4.55	1.36	4.54	.44	.50	.....	.60
Buffalo, N. Y	62.25	.69	1.48	6.50	1.26	1.99	4.03	6.35	3.00	2.42	8.34	.30	.10	.....	1.27
New York, N. Y	67.85	1.26	.90	.27	11.02	.....	5.39	4.36	1.72	.28	3.25	.....	.....	.28	3.43
Rochester, N. Y	66.73	2.36	1.14	6.40	3.20	.70	1.56	5.67	4.29	1.79	4.02	1.02	.....	(3)	1.11
Syracuse, N. Y	56.53	1.12	1.19	3.53	7.69	1.18	2.49	6.13	2.92	.41	5.25	.35	.82	.....	10.38
Cleveland, Ohio	69.24	9.11	1.72	.....	1.27	.44	1.82	8.46	2.89	.75	1.49	.....	1.06	.21	1.54
Columbus, Ohio	64.66	.65	.86	1.06	7.54	.92	2.61	9.01	.88	2.98	6.74	1.25	.40	.13	.31
Dayton, Ohio	60.64	1.69	1.31	1.76	6.90	3.20	2.72	6.08	4.31	1.28	8.59	.....	.51	.....	1.01
Toledo, Ohio	65.39	2.47	1.47	1.41	6.35	2.66	3.39	5.90	3.29	1.62	4.74	.04	.97	.....	.18
Portland, Oreg	70.63	3.28	1.63	2.27	6.36	(3)	2.01	5.23	2.93	1.93	3.54	.14	.....	.....	.45
Philadelphia, Pa	64.80	2.89	1.91	.74	7.12	2.59	2.39	6.88	2.47	.35	4.61	.10	1.90	.02	1.21
Pittsburgh, Pa	54.00	4.89	2.15	2.58	7.73	1.52	4.05	8.14	2.58	2.75	7.98	.09	.53	.....	1.01
Scranton, Pa	63.68	1.66	3.39	.....	.....	.98	4.56	9.75	2.64	.88	3.92	.....	1.07	.....	7.46
Providence, R.I	60.18	2.21	1.16	1.34	6.16	1.82	2.61	7.17	5.70	1.08	8.90	.....	1.04	.....	.60
Memphis, Tenn	67.92	2.25	1.67	2.25	10.55	.....	1.46	7.82	1.77	1.49	2.52	.07	.....	.....	.23
Nashville, Tenn	64.49	2.14	1.40	2.43	7.52	7.31	1.16	4.79	.91	1.40	5.07	.04	1.01	.....	.34
Richmond, Va	65.95	1.58	1.33	2.77	8.80	2.39	2.62	5.55	1.86	1.59	3.11	.09	1.34	.....	1.02
Seattle, Wash	74.34	1.22	1.55	.71	.28	1.68	3.67	.68	2.36	1.78	3.45	.....	.37	.12	2.85
Spokane, Wash	65.66	.85	1.32	6.26	1.19	2.27	3.61	6.83	3.93	4.02	3.02	.35	.45	.07	.15
Milwaukee, Wis	71.09	1.02	1.84	7.94	.82	.10	2.57	5.75	2.89	3.69	.....	.26	1.19	.15	.70

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[1] Included under superintendent's office.

[2] Includes board of education and business offices.

[3] Less than one-hundredth of 1 per cent.

TABLE G.—*Teachers' salaries in comparison with other items of total school expenditures in cities having 25,000 and fewer than 100,000 inhabitants, 1913–14.*

[Figures indicate per cent distribution.]

Cities.	Salaries of teachers.	Board of education and business offices.	Superintendent's office.	Salaries and expenses of supervisors.	Salaries and expenses of principals.	Textbooks.	Stationery, supplies, and other instruction expenses.	Wages of janitors and other employees.	Fuel.	Water, power, light, janitors' supplies, etc.	Maintenance—repairs, replacement of equipment, etc.	Libraries.	Promotion of health.	Transportation of pupils.	Payment to other schools, pensions, rents, etc.
Montgomery, Ala.	78.67	.....	4.82	2.01	1.23	.....	1.73	5.56	2.22	0.55	1.93	.....	0.50	.....	0.78
Berkeley, Cal.	71.48	1.67	1.04	5.50	1.98	.....	3.58	5.37	1.14	1.76	4.74	0.50	.50	.....	.75
Pasadena, Cal.	71.11	2.50	1.25	5.96	.48	.....	6.25	6.37	.67	1.11	2.47	.....	.....	0.02	1.81
Sacramento, Cal.	66.70	.61	.97	6.95	6.21	.....	3.28	6.17	.89	2.38	4.39	.77	.67	.....	.....
San Diego, Cal.	66.88	2.12	1.00	4.31	2.53	.....	3.57	7.80	.68	1.94	6.79	.19	1.29	.....	.92
San Jose, Cal.	71.62	.....	2.63	7.34	3.52	0.54	2.44	5.10	.89	1.75	3.98	.70	.50	.....	.....
Colorado Springs, Colo.	64.44	2.66	1.96	8.32	1.22	.91	2.85	6.43	3.28	1.98	5.30	.....	.....	.....	.65
Pueblo, Colo.	58.07	2.17	3.06	6.06	3.00	1.86	4.62	9.04	3.98	4.42	3.71	.....	.....	.....	.....
Meriden, Conn.	54.01	.....	3.20	9.64	1.70	2.46	4.07	8.45	3.68	3.22	7.70	.52	.82	.52	.....
New Britain, Conn.	58.41	.72	1.92	5.47	4.15	1.94	4.07	4.90	.....	5.45	10.03	.61	.55	.06	1.71
Norwich, Conn.	61.13	.95	3.07	6.94	.....	.39	2.07	6.13	.....	8.18	10.27	.....	.....	.74	.11
Stamford, Conn.	55.80	.18	3.38	4.22	9.21	1.25	4.46	5.64	[1]5.47	(2)	7.66	.85	.81	1.08	.....
Waterbury, Conn.	64.60	.31	1.99	7.06	4.00	2.97	1.65	5.31	4.20	.62	6.52	.78	.....	.....	.....
Macon, Ga.	65.72	.71	4.19	13.58	1.16	.....	1.94	2.81	1.60	1.48	6.80	.....	.....	.....	.....
Aurora (east side), Ill.	54.47	.92	3.58	1.70	4.78	.....	3.67	7.45	5.23	1.69	15.03	.66	.81	.....	.....
Bloomington, Ill.	61.80	.74	3.81	1.49	3.37	.....	5.55	6.36	4.40	3.43	8.94	.07	.02	.....	.....
Elgin, Ill.	54.11	.67	2.90	16.29	.....	.....	5.85	8.00	.....	6.04	7.06	.12	.....	.....	.....
Peoria, Ill.	58.89	1.73	1.30	12.88	4.01	.55	2.39	6.80	2.32	1.68	4.65	.12	.15	.....	2.52
Quincy, Ill.	60.57	.....	2.20	.....	.....	.29	.44	7.67	2.91	.67	24.86	.11	.14	.....	.15
Rockford, Ill.	66.39	.79	1.59	1.27	3.62	.....	3.46	11.30	5.24	1.64	2.88	.40	1.34	.....	.....
Springfield, Ill.	67.50	4.56	1.91	6.67	1.60	.04	3.55	6.41	2.27	2.43	1.48	.14	.46	.....	.90
Evansville, Ind.	66.81	.87	1.95	5.61	2.85	.33	1.73	8.65	2.51	.80	4.15	.....	.....	.....	3.74
Fort Wayne, Ind.	59.21	.23	1.70	6.16	2.71	.21	1.82	7.30	3.95	3.66	6.09	5.29	1.54	.....	.14
Terre Haute, Ind.	59.01	3.32	1.29	1.44	7.42	.....	.79	6.90	2.63	6.24	6.95	3.69	.10	.....	.23
Cedar Rapids, Iowa	62.20	1.35	1.96	6.57	4.65	2.42	2.30	7.35	4.37	2.08	3.71	.19	.....	.....	.86
Clinton, Iowa	54.98	1.14	3.73	10.14	1.98	1.78	3.69	6.70	4.00	3.59	7.73	.....	.03	.08	.42
Davenport, Iowa	57.21	1.15	1.46	7.58	2.11	4.88	3.58	7.01	2.83	1.15	9.58	.68	.77	.....	.....
Des Moines, Iowa	60.64	1.11	.86	7.84	1.48	4.35	4.97	8.28	3.19	2.09	4.42	.05	.04	.21	.46
Sioux City, Iowa	60.70	2.90	1.70	9.07	3.48	.60	2.30	5.99	4.31	1.49	5.02	.....	.....	1.34	.10
Kansas City, Kans.	63.06	5.94	1.60	5.18	.76	.....	3.13	6.41	2.79	2.43	5.90	2.60	.....	.17	.....
Topeka, Kans.	64.21	1.13	2.15	8.57	.80	.19	2.79	6.14	3.44	2.43	4.37	.....	.....	.....	3.77
Wichita, Kans.	70.98	1.18	1.53	.89	1.06	.42	.67	8.55	2.52	3.86	8.22	.....	.13	.....	.....
Covington, Ky.	67.78	1.26	3.13	2.12	8.25	.18	1.71	6.73	1.90	1.68	3.28	.....	.43	.22	1.22
Shreveport, La.	56.90	.....	7.16	13.98	6.01	.....	1.43	7.06	1.39	.72	1.72	1.15	1.72	.64	.12
Lewiston, Me.	65.29	1.27	3.38	4.46	5.34	2.10	3.53	5.27	5.05	.58	3.47	.....	.20	.04	.....
Brockton, Mass.	67.78	.65	1.28	5.69	2.00	.26	2.13	6.81	[1]6.79	(2)	6.14	.....	.46	.....	.....
Chelsea, Mass.	64.74	.....	1.90	6.69	3.17	2.55	2.77	9.26	3.13	.....	4.96	.05	.78	.....	.....
Chicopee, Mass.	63.78	.82	3.36	3.32	1.78	1.44	2.25	7.51	5.67	2.32	4.08	.....	.....	2.90	.75
Everett, Mass.	60.80	.....	2.92	8.30	1.94	2.51	3.24	7.62	5.28	1.58	3.99	.....	.76	.....	1.05
Fitchburg, Mass.	64.03	1.26	3.29	4.12	2.06	4.97	1.75	6.89	5.62	1.37	2.18	.24	1.01	1.22	.....
Haverhill, Mass.	67.81	.....	2.18	6.67	2.69	3.76	3.13	8.31	.....	2.21	.....	.....	.....	1.23	1.00
Holyoke, Mass.	60.30	1.54	1.91	8.53	2.64	1.81	3.10	7.35	5.09	2.02	4.38	.03	.40	.38	.51
Lynn, Mass.	62.10	2.00	2.06	6.37	1.69	3.45	2.99	8.51	4.80	.35	4.45	.....	.54	.15	.45
Malden, Mass.	64.14	.26	2.30	8.14	1.46	1.68	3.09	6.40	5.92	1.50	3.98	.....	.28	.....	.85
New Bedford, Mass.	63.63	1.26	2.35	8.60	1.04	2.07	2.88	8.43	4.50	1.57	2.17	.....	.53	.21	.77
Newton, Mass.	[3]75.26	1.53	1.83	(4)	(4)	1.71	3.27	5.98	3.57	.56	4.55	.....	.90	.53	.32
Pittsfield, Mass.	63.38	.71	2.24	8.41	3.04	3.08	3.98	6.91	5.32	1.12	.....	.....	.66	1.14	.....
Quincy, Mass.	66.42	1.18	2.10	8.31	2.30	2.99	3.26	6.07	4.73	1.03	.30	.....	.....	.64	.45
Salem, Mass.	57.35	.85	2.93	5.72	2.00	3.01	2.96	8.92	5.32	.70	3.14	.....	.34	.15	6.46
Somerville, Mass.	65.89	.18	1.93	7.52	1.20	1.81	2.35	6.57	4.28	2.30	4.86	.....	.80	.....	.31
Springfield, Mass.	62.45	.77	2.30	5.24	1.36	2.42	7.01	7.58	3.24	2.03	3.22	.....	1.06	.25	1.09
Taunton, Mass.	64.73	1.44	2.27	4.76	1.48	1.87	2.36	6.56	5.93	.85	5.31	.31	.47	1.11	.54
Waltham, Mass.	58.34	1.11	2.41	4.51	3.61	1.89	3.11	5.81	3.45	1.79	10.78	.....	.91	.91	1.66
Battle Creek, Mich.	56.13	1.33	2.76	1.74	5.31	2.45	3.30	7.93	4.87	2.90	6.53	2.69	.34	.83	.73
Calumet, Mich.	66.12	1.13	2.30	6.14	1.22	.71	2.46	5.88	5.21	1.78	1.27	.36	.....	.11	5.29
Flint, Mich.	50.25	.....	1.48	.....	.....	.....	.....	4.53	4.39	.....	.....	3.15	.....	.....	36.21
Jackson, Mich.	63.76	4.22	1.68	2.69	2.95	.06	2.02	7.47	4.43	1.89	6.55	1.00	1.22	.....	.04
Kalamazoo, Mich.	61.77	3.94	2.96	6.17	2.79	.24	3.57	5.76	4.17	1.45	1.78	4.59	.73	.....	.08
Lansing, Mich.	57.67	1.13	2.07	1.89	3.20	7.17	3.82	7.07	3.59	5.32	2.48	4.57	.02	.....	.....
Saginaw (East side), Mich.	66.10	3.82	2.25	.....	.....	1.95	4.77	8.11	5.35	1.19	4.73	1.31	.42	.....	.....
Joplin, Mo.	54.70	.....	2.82	14.32	1.16	.37	8.62	11.17	2.92	.84	3.08	.....	.....	.....	.....
Springfield, Mo.	68.92	1.53	3.61	2.23	.....	.39	1.00	9.80	3.28	1.97	6.44	.54	.....	.....	.17
Lincoln, Nebr.	65.10	2.15	1.35	6.27	2.75	1.94	4.52	5.36	3.15	1.02	4.09	.....	.78	.25	1.25
Manchester, N. H.	69.73	.56	3.16	.....	3.40	2.23	2.68	6.49	8.00	2.39	.45	.16	.....	.65	.....
Camden, N. J.	60.51	2.26	1.86	6.84	1.31	2.72	3.68	6.84	3.00	1.08	6.76	.28	.90	.....	1.97
East Orange, N. J.	60.36	2.11	2.26	9.06	1.32	1.82	4.16	6.78	3.42	2.08	3.29	.11	.80	.05	2.37

[1] Includes water, etc.

[2] Included with fuel.

[3] Includes supervisors and principals.

[4] Included with teachers.

Table G.—*Teachers' salaries in comparison with other items of total school expenditures in cities having 25,000 and fewer than 100,000 inhabitants, 1913-14*—Continued.

Cities.	Salaries of teachers.	Board of education and business offices.	Superintendent's office.	Salaries and expenses of supervisors.	Salaries and expenses of principals.	Textbooks.	Stationery, supplies, and other instruction expenses.	Wages of janitors and other employees.	Fuel.	Water, power, light, janitors' supplies, etc.	Maintenance—repairs, replacement of equipment, etc.	Libraries.	Promotion of health.	Transportation of pupils.	Payment to other schools, pensions, rents, etc.
Hoboken, N. J.	72.47	1.12	.87	.....	.....	1.55	1.85	7.95	1.76	1.98	5.25	.....	.....	.55	3.96
Passaic, N. J.	67.41	1.87	3.16	6.30	2.40	2.43	2.92	5.00	2.89	2.08	2.49	.....	.76	.....	.31
Perth Amboy, N. J.	75.18	.63	2.58	.....	.....	1.75	3.32	6.89	3.50	.92	4.43	.02	.36	.....	.42
Trenton, N. J.	[1]76.04	1.52	1.81	([2])	([2])	2.26	2.71	5.14	1.72	.86	4.44	.01	1.11	.....	2.34
West Hoboken, N. J.	70.28	.81	2.55	9.34	.....	2.23	2.65	5.12	2.12	1.05	2.72	.06	.53	.....	.54
Amsterdam, N. Y.	45.03	.98	3.12	13.62	.....	.77	1.80	8.67	3.87	3.49	13.79	.42	.....	.....	3.33
Auburn, N. Y.	60.55	1.83	2.66	8.89	2.07	.71	2.51	8.26	3.64	1.50	6.73	.16	.44	.....	.....
Binghamton, N. Y.	71.55	2.03	2.13	.....	1.74	2.58	1.22	6.55	2.64	1.53	6.01	.....	.88	.....	.14
Elmira, N. Y.	60.82	1.46	3.02	10.30	3.43	.26	2.08	6.17	5.98	1.04	3.29	.61	.94	.....	.....
Jamestown, N. Y.	60.66	1.74	1.80	5.71	.....	2.52	4.32	6.11	4.48	3.03	6.55	.61	1.18	.....	1.29
Kingston, N. Y.	56.92	1.16	3.39	10.60	2.35	2.52	5.78	4.79	.....	5.21	5.65	.67	.96	.....	.....
Mount Vernon, N. Y.	57.49	1.69	1.32	8.73	3.81	2.10	.....	4.79	3.91	.49	9.08	4.53	.....	.....	2.07
Newburgh, N. Y.	51.01	.01	2.19	8.57	4.73	1.83	3.50	5.02	3.61	1.11	10.36	.22	.43	.....	7.12
New Rochelle, N. Y.	63.52	1.22	2.70	6.80	1.62	1.88	3.24	7.34	3.43	3.05	4.92	.08	.20	.....	.....
Niagara Falls, N. Y.	59.81	1.14	1.58	8.09	3.33	1.71	2.83	6.35	2.93	1.13	6.61	.08	.52	.....	3.89
Poughkeepsie, N. Y.	54.49	1.38	2.34	7.85	3.31	2.76	3.65	4.83	3.93	.82	6.57	.....	.94	.66	6.31
Schenectady, N. Y.	61.18	1.52	1.40	7.30	3.13	2.89	3.39	6.62	6.64	.....	2.99	.58	2.36	.....	.....
Troy, N. Y.	61.83	2.06	1.73	7.75	2.29	.42	1.45	8.35	5.71	2.28	3.97	.53	.73	.....	.92
Utica, N. Y.	64.66	.75	1.71	6.12	2.01	1.10	2.62	6.20	3.90	2.58	7.51	.01	.85	.....	.....
Watertown, N. Y.	57.36	.37	6.88	7.49	2.21	1.22	1.18	7.74	5.79	2.76	5.83	.07	.54	.....	.53
Yonkers, N. Y.	66.27	1.67	2.18	5.64	.....	2.19	4.28	5.73	4.84	1.29	4.74	.13	.51	.54	.....
Charlotte, N. C.	64.34	.71	5.25	.....	11.25	.56	1.31	6.67	2.79	1.95	5.16	.....	.....	.....	.....
Akron, Ohio	61.68	1.65	1.83	6.11	.....	2.77	2.20	7.53	3.26	2.92	8.80	.....	1.12	.....	.15
Canton, Ohio	64.16	1.76	2.14	3.18	7.15	1.81	1.90	10.38	2.49	.87	3.90	.....	.26	.....	.....
Hamilton, Ohio	69.61	.85	2.93	5.61	.....	.96	2.01	8.46	2.53	1.44	4.20	.33	.....	.....	1.08
Lorain, Ohio	58.66	2.12	2.60	3.42	8.28	.....	1.28	7.58	3.21	1.75	8.13	.07	1.32	.....	1.56
Newark, Ohio	62.15	1.04	3.81	4.05	4.46	.23	2.52	10.71	.....	4.02	5.71	.....	.....	.....	1.31
Springfield, Ohio	63.79	1.12	1.59	6.62	.....	1.26	.17	9.55	3.21	.....	1.91	.....	.....	.....	10.79
Youngstown, Ohio	58.88	1.31	1.60	8.70	4.21	2.50	2.13	8.77	2.78	2.42	4.86	.....	.62	.....	1.23
Muskogee, Okla	60.66	2.91	4.47	10.09	4.61	.14	2.93	7.55	1.50	2.30	2.51	.34	.....	.....	.....
Allentown, Pa	61.62	2.51	2.04	.....	1.32	6.08	.50	8.10	3.64	1.58	8.00	1.25	.52	.14	2.70
Altoona, Pa	51.08	1.93	2.21	6.97	2.27	2.77	3.08	10.71	3.05	1.85	11.77	.19	.32	.....	1.83
Chester, Pa	56.63	1.32	2.56	1.98	1.74	3.01	4.67	9.10	4.47	4.98	8.33	.26	.37	.....	.59
Easton, Pa	57.63	1.37	3.99	2.46	.....	3.17	4.71	7.50	3.90	2.71	3.83	7.87	.87	.....	.....
Erie, Pa	51.75	5.85	1.61	1.49	6.14	2.71	4.53	6.39	3.83	1.31	7.24	5.59	1.08	.....	.44
Hazleton, Pa	67.25	.90	3.64	.....	.....	2.56	4.58	6.88	3.59	.97	6.11	3.51	.....	.....	.....
Johnstown, Pa	57.24	4.70	2.03	2.30	3.85	3.07	6.32	6.68	1.58	1.61	9.62	.....	.94	.....	.06
Lancaster, Pa	67.01	.38	1.58	1.49	2.19	3.44	2.53	10.03	4.30	2.38	3.36	.63	.56	.....	.14
McKeesport, Pa	50.21	3.56	2.62	7.27	6.87	3.15	8.87	7.18	2.14	3.67	.88	.....	1.27	.....	2.30
New Castle, Pa	55.69	4.53	1.87	8.46	1.67	2.54	2.62	7.67	2.97	2.38	8.83	.....	.47	.....	.29
Norristown, Pa	65.06	4.63	3.86	2.00	.....	3.86	3.07	6.23	1.41	3.71	3.46	1.11	1.59	.....	.....
Reading, Pa	67.15	.....	4.16	.....	.....	2.44	6.78	9.14	3.09	1.03	3.75	.03	1.15	.....	1.28
Wilkes-Barre, Pa	63.15	2.00	1.57	.95	.92	3.76	3.02	8.65	4.19	5.78	5.04	.....	.32	.....	.66
Williamsport, Pa	56.11	3.03	2.02	1.20	4.13	4.58	4.41	6.31	3.97	1.45	4.02	.....	.76	.35	7.65
York, Pa	61.75	.77	2.28	1.26	3.01	3.10	4.29	8.62	2.99	1.45	7.25	.63	.....	.....	2.58
Newport, R. I.	61.63	.....	3.52	2.07	3.38	1.60	4.82	8.26	5.04	.60	7.73	.....	.17	1.19	.....
Pawtucket, R. I.	67.29	.23	1.77	1.74	.....	2.41	1.80	8.48	4.86	1.22	7.34	.15	.38	.....	2.32
Warwick, R. I.	30.63	1.83	3.23	3.36	19.43	3.15	3.29	5.91	3.82	.54	11.28	1.29	.87	.....	11.39
Woonsocket, R. I.	71.04	1.71	3.83	1.90	.....	.....	2.95	6.81	5.86	1.13	3.49	.....	1.25	.....	.....
Charleston, S. C.	63.10	1.01	2.92	13.32	1.24	.....	1.33	2.60	1.38	1.32	3.37	.06	.03	.....	8.33
Columbia, S. C.	79.54	.....	3.41	1.23	1.50	.....	1.71	4.55	2.49	2.18	3.32	.08	.....	.....	.....
Chattanooga, Tenn.	65.56	1.49	2.31	6.38	13.67	.....	.18	5.84	1.90	.87	1.81	.....	.....	.....	.....
Knoxville, Tenn.	66.03	.70	2.79	10.12	1.59	.....	1.55	6.96	2.19	.78	6.88	.42	.....	.....	.....
Austin, Tex.	66.22	.59	3.60	1.70	10.17	.....	.54	6.07	2.21	1.80	5.83	1.06	.20	.....	.....
El Paso, Tex.	71.03	2.41	4.18	7.08	2.94	.15	1.14	5.32	2.27	1.06	2.42	.....	.....	.....	.....
Houston, Tex.	72.51	.70	1.27	.81	3.26	.....	.93	7.63	1.31	8.43	3.20	.05	.....	.....	.....
Waco, Tex.	66.51	1.82	1.80	1.80	10.56	.....	2.33	3.97	1.64	1.91	7.32	.....	.33	.....	.....
Ogden, Utah	64.01	1.88	2.07	9.38	2.31	2.33	2.75	5.43	2.26	2.29	3.25	.....	.21	.31	1.50
Salt Lake City, Utah	63.35	2.44	1.61	7.43	3.10	4.05	3.16	5.54	1.84	1.24	5.98	.05	.05	.....	.17
Portsmouth, Va.	65.74	2.28	3.13	11.97	.69	.17	1.45	5.39	2.72	.68	2.37	.10	1.18	.....	2.12
Roanoke, Va.	70.57	1.59	2.60	8.62	.....	.....	1.98	4.83	.....	2.94	5.80	.15	.22	.....	.70
Tacoma, Wash.	64.51	3.77	2.35	1.72	6.91	1.98	2.75	6.06	2.34	1.93	4.32	.....	.11	.22	1.00
Green Bay, Wis.	58.79	1.29	2.87	10.32	2.14	.69	2.51	7.34	4.99	2.64	4.59	.15	.78	.....	.91
La Crosse, Wis.	59.27	1.42	2.71	6.98	1.96	2.17	3.65	6.91	7.65	2.28	2.62	.20	.....	.06	2.14
Madison, Wis.	57.86	.24	3.92	7.48	3.50	.27	2.28	6.51	6.44	2.35	7.27	.....	.77	.....	1.10
Oshkosh, Wis.	62.82	.15	2.97	9.84	2.48	1.30	3.42	6.60	5.12	2.86	2.00	.12	.....	.01	.92
Racine, Wis.	61.71	1.00	2.88	8.55	2.97	.34	2.33	6.52	4.31	1.32	5.90	.37	.41	.31	1.00
Sheboygan, Wis.	58.76	.52	3.33	10.98	4.67	.21	1.55	6.01	6.21	.97	3.43	.90	.....	.03	2.40
Superior, Wis.	58.97	1.18	2.73	6.36	2.36	2.05	3.11	9.56	3.74	.74	6.52	.42	.39	.....	1.89

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[1] Includes supervisors and principals.

[2] Included with teachers.

For the smaller cities the figures are hardly comparable without considerable modification. Methods of school bookkeeping vary widely, and administrative, supervisory, and instructional duties tend to fuse in these cities. Table H presents for certain cities of between 10,000 and 25,000 population information similar to that given in Tables F and G for larger cities. Table I presents similar information for cities under 10,000 population. Care needs to be exercised in using the teachers' salaries column to see whether it includes items usually entered elsewhere. Fort Smith, Ark., for example, reports 85.12 per cent for salaries of teachers, but apparently this figure covers all salaries in the entire system, not merely those of teachers.

TABLE H.—*Teachers' salaries in comparison with other items of total school expenditures in certain cities having 10,000 and fewer than 25,000 inhabitants, 1913–14.*

[Figures indicate per cent distribution.]

Cities.	Salaries of teachers.	Board of education and business offices.	Superintendent's office.	Salaries and expenses of supervisors.	Salaries and expenses of principals.	Textbooks.	Stationery, supplies, and other instruction expenses.	Wages of janitors and other employees.	Fuel.	Water, power, light, janitors' supplies, etc.	Maintenance—repairs, replacement of equipment, etc.	Libraries.	Promotion of health.	Transportation of pupils.	Payment to other schools, pensions, rents, etc.
Selma, Ala	69.73	1.36	8.11	.....	6.26	.....	0.24	3.53	.....	5.40	4.73	.....	.....	.....	0.63
Phoenix, Ariz	75.45	2.17	6.77	2.60	2.17	.....	.87	5.20	1.73	1.30	.87	0.87	.....	.....	.....
Fort Smith, Ark	85.12	.....	.....	.....	.....	.....	.....	.....	2.30	1.41	10.82	.34	.....	.....	.....
Fresno, Cal	72.44	1.04	1.56	8.17	2.07	.....	3.97	4.34	.93	2.51	2.09	.76	.....	.....	.13
Trinidad, Colo.*	59.53	1.03	2.74	5.93	8.50	.....	3.28	5.72	1.89	6.08	4.92	.....	.....	.....	.38
Norwalk, Conn	62.27	.68	3.96	6.03	.74	3.44	3.76	6.56	.....	2.10	3.80	.35	(1)	0.65	2.07
Columbus, Ga	73.63	1.43	3.28	.....	.60	2.58	4.80	3.97	[2]2.23	[3]1.61	2.51	3.10	.....	.....	.25
Boise, Idaho	60.66	1.76	2.54	1.62	6.39	1.13	4.31	.59	2.11	1.63	3.08	.09	0.78	.....	12.23
Galesburg, Ill	68.07	.13	3.39	.....	.....	[4]4.83	(5)	11.16	7.57	(6)	4.37	.....	.47	.....	.....
Muncie, Ind	58.43	.46	2.04	6.33	3.32	.68	.82	3.94	4.15	10.30	8.23	.35	.20	.....	.74
Marshalltown, Iowa	58.85	1.54	2.80	1.68	4.28	3.17	.....	8.41	4.83	11.40	4.81	.34	.....	.45	.....
Leavenworth, Kans	83.50	.....	.....	.....	.....	.34	6.06	.....	3.25	.51	6.11	.22	.....	.....	.....
Owensboro, Ky	70.23	1.03	4.76	2.58	1.32	.....	5.40	8.63	2.43	.99	2.35	.26	.....	.....	.....
Baton Rouge, La	70.57	.....	.....	14.50	.....	.....	.35	5.15	1.63	2.16	3.44	.25	.....	1.94	.....
Bangor, Me	58.54	2.78	1.97	5.49	.....	4.45	2.87	5.70	6.31	(6)	11.45	.....	.....	.45	.....
Beverly, Mass	56.26	2.50	2.33	6.33	5.16	3.52	3.08	6.56	6.58	.59	4.01	.....	.24	2.29	.53
Muskegon, Mich	57.09	2.25	4.59	7.23	3.70	1.37	3.36	5.85	3.90	2.30	5.58	.19	1.52	.05	.41
St. Cloud, Minn	59.04	3.62	5.73	.....	3.48	2.31	4.37	7.39	5.27	2.56	5.13	1.10	.....	.....	.....
Meridian, Miss	71.52	.....	4.65	6.64	2.05	.....	.82	6.09	2.16	1.43	.84	.01	.10	.....	.05
Sedalia, Mo	70.37	1.02	3.56	1.86	.....	.30	2.95	5.83	4.42	1.36	6.26	.06	.....	.33	1.65
Great Falls, Mont	54.13	3.37	2.27	8.85	5.76	.34	2.63	7.33	3.09	4.46	7.43	.31	.....	.....	.....
Grand Island, Nebr	63.16	.62	4.05	2.60	1.87	2.66	5.26	8.03	5.40	2.34	4.00	.....	.....	.....	.....
Reno, Nev.*	76.01	.50	6.05	.....	.....	.....	.96	5.41	4.90	4.97	.....	1.01	.....	.....	.....
Portsmouth, N. H	64.19	1.59	4.80	5.25	1.38	1.76	3.17	6.76	5.51	.88	4.70	.....	.....	.....	.....
Bloomfield, N. J	63.49	.55	2.79	5.86	2.30	3.32	5.87	5.53	4.26	1.79	2.84	.19	.51	.44	.22
Albuquerque, N. Mex	67.35	1.20	3.85	.....	5.84	.....	3.27	8.03	2.59	.90	6.43	.....	.....	.....	.54
Cortland, N. Y	58.90	.75	6.65	13.30	.....	.24	1.62	4.50	9.19	(6)	4.85	.....	.....	.....	.....
Durham, N. C	79.15	.38	3.75	.....	.....	.....	4.35	3.87	2.23	1.79	4.48	.....	.....	.....	.....
Fargo, N. Dak	59.93	1.89	3.33	1.84	8.37	2.97	.85	7.94	6.68	3.00	2.44	.28	.38	.....	.10
Alliance, Ohio	59.57	.....	7.06	1.75	3.56	.11	1.17	10.23	4.09	1.17	8.18	2.92	.....	.....	.15
Tulsa, Okla	78.78	1.80	4.00	4.45	3.25	.33	.....	1.39	.95	3.21	1.16	.....	.....	.....	.22
Salem, Oreg	70.74	.57	3.30	4.96	.....	.....	.34	6.84	2.28	3.42	5.70	1.37	.45	.....	.....
Uniontown, Pa	76.54	1.24	4.17	.....	2.69	2.90	1.24	5.46	1.99	.95	2.65	.....	.16	.....	.....
Central Falls, R. I	66.18	.....	5.24	.....	.....	2.41	2.27	7.25	.....	8.30	6.04	1.25	1.06	.....	.....
Spartanburg, S. C	85.30	.68	5.66	.....	.....	.....	1.28	2.76	1.59	.65	1.58	.36	.....	.....	.12
Sioux Falls, S. Dak	52.24	1.85	3.76	6.70	7.17	2.04	5.54	7.86	4.70	1.95	4.97	.88	.08	.25	.....
Jackson, Tenn.*	83.32	.60	.....	.....	.....	.....	1.61	5.24	.....	2.39	5.10	.....	.....	.....	1.73
Beaumont, Tex	68.60	.34	3.48	12.98	1.16	.....	1.99	5.39	1.60	.62	3.36	.46	.....	.....	.....
Burlington, Vt	63.58	.....	3.18	.....	.....	1.35	9.51	8.41	9.05	.66	3.05	.09	1.10	.....	.....
Staunton, Va	78.20	.....	8.63	.....	.....	.07	.....	5.28	2.80	5.00	.....	.....	.....	.....	.....
Everett, Wash	60.05	1.07	2.02	6.26	4.47	1.73	3.61	4.84	2.72	2.62	9.25	.....	.28	.29	.78
Charleston, W. Va	77.80	.94	2.96	.....	.....	.61	3.34	6.29	1.64	.60	3.39	1.69	.56	.....	.19
Kenosha, Wis	60.05	.78	4.61	6.68	3.05	.42	2.90	8.14	4.08	2.15	5.79	.....	.29	.....	.25
Cheyenne, Wyo	56.32	1.57	3.56	2.36	2.36	4.45	16.74	6.58	4.02	.28	3.08	.....	.....	.....	.....

* Statistics for the year 1912–13.

[1] Less than one-hundredth of 1 per cent.

[2] Includes light and power.

[3] Exclusive of light and power.

[4] Includes stationery, etc.

[5] Included with textbooks.

[6] Included with fuel.

TABLE I.—*Teachers' [illegible] of total school expenditures [illegible] 1913–14.*

[illegible]

Cities.	Salaries of teachers.	Board of education and business offices.	Superintendent's office.	Salaries and expenses of supervisors.	Salaries and expenses of principals.	Textbooks.	Stationery, supplies, and other [illegible] expenses.	Wages of janitors and other employees.	Fuel.	Water, power, light, janitors' supplies, etc.	Maintenance, repairs, replacement of equipment, etc.	Libraries.	Promotion of health.	Transportation of pupils.	Payment to other schools, pensions, rents, etc.
New Decatur, Ala	72.62	1.8[illegible]	[illegible]	....	....	....	1.3[illegible]	3.[illegible]	2.44	3.10	5.8[illegible]	....	....	....	....
Douglas, Ariz	6[illegible]	1.1[illegible]	4.2[illegible]	3.74	1.1[illegible]	....	4.[illegible]	5.[illegible]	1.[illegible]	1.47	11.0[illegible]	0.37	0.61	....	....
Jonesboro, Ark	7[illegible]	2.7[illegible]	9.3	....	5.1[illegible]	....	.8[illegible]	6.8[illegible]	1.47	.73	2.21	....	....	....	....
Santa Rosa, Cal	6[illegible]	.7[illegible]	6.2[illegible]	3.3[illegible]	2.47	0.71	3.[illegible]	5.[illegible]	1.7[illegible]	6.2[illegible]	3.42	.75	.39	0.11	0.20
Canon City, Colo	64.[illegible]	1.[illegible]	8.8[illegible]	....	7.1[illegible]	....	1.2[illegible]	6.2[illegible]	2.[illegible]	2.4[illegible]	3.0[illegible]	.34	.95	.83	.53
Plainfield, Conn	67.8[illegible]	.29	6.24	....	....	3.91	2.1[illegible]	5.14	4.6[illegible]	.10	6.04	.69	....	1.90	1.04
Lake City, Fla.*	67.[illegible]	....	....	....	....	....	....	2.[illegible]	1.24	1.2[illegible]	27.24	....	....	....	....
La Grange, Ga	79.7[illegible]	....	6.[illegible]	....	....	....	6.4[illegible]	2.[illegible]	1.3[illegible]	1.27	1.92	.2[illegible]	....	....	.66
Pocatello, Idaho	6[illegible]	2.1[illegible]	4.8[illegible]	6.6[illegible]	....	.2[illegible]	3.1[illegible]	5.[illegible]	3.2[illegible]	2.58	4.77	.23	2.28	3.60	.86
Centralia, Ill	61.18	1.67	7.51	....	2.[illegible]	.2[illegible]	2.77	7.[illegible]	2.[illegible]	1.34	10.93	.58	.34	....	.87
Clinton, Ind	64.[illegible]	2.7[illegible]	7.71	3.[illegible]	4.2[illegible]	....	1.97	7.[illegible]	2.[illegible]	3.55	2.87	.46	.12	....	.30
Centerville, Iowa	6[illegible].22	....	4.2[illegible]	4.8[illegible]	....	....	2.77	6.2[illegible]	3.3[illegible]	4.41	6.0[illegible]	....	....	....	4.92
Iola, Kans	68.21	1.[illegible]	5.8[illegible]	....	....	.2[illegible]	3.[illegible]	7.07	3.7[illegible]	1.04	9.[illegible]	.13	.18	....	....
Maysville, Ky	53.90	.90	7.42	14.4[illegible]	2.8[illegible]	.74	.9[illegible]	7.[illegible]	2.7[illegible]	1.54	6.88	.72	.90	....	....
Houma, La.*	71.43	....	....	....	12.6[illegible]	....	....	4.2[illegible]	1.2[illegible]	....	2.1[illegible]	....	....	8.40	....
Rumford, Me	56.78	.33	5.7[illegible]	3.[illegible]	1.64	3.17	4.32	7.77	7.[illegible]	3.07	3.2[illegible]	....	....	2.26	....
Milton, Mass	60.22	1.11	3.7[illegible]	6.71	....	.[illegible]	4.[illegible]	8.7[illegible]	4.7[illegible]	2.82	2.[illegible]	.07	1.00	2.60	.45
Hancock, Mich	57.44	2.27	5.78	3.14	4.0[illegible]	....	4.4[illegible]	6.[illegible]	7.[illegible]	.73	6.14	.49	....	....	1.46
Eveleth, Minn	46.[illegible]	1.4[illegible]	3.1[illegible]	1.8[illegible]	7.4[illegible]	2.4[illegible]	5.[illegible]	11.3[illegible]	5.97	3.2[illegible]	6.05	1.14	1.65	2.44	(1)
Greenville, Miss	54.22	....	7.94	18.[illegible]	2.8[illegible]	2.22	1.52	4.[illegible]	1.6[illegible]	....	4.02	2.65	.18	....	....
Fulton, Mo	70.2[illegible]	.74	7.21	....	3.[illegible]	....	....	5.45	3.46	1.87	4.72	.8[illegible]	....	....	2.57
Bozeman, Mont	68.02	.87	5.88	....	....	.2[illegible]	3.22	8.27	2.78	1.11	9.48	.10	....	....	....
Hastings, Nebr	46.32	4.62	.67	9.5[illegible]	12.84	.3[illegible]	5.11	8.22	4.7[illegible]	2.31	4.55	....	.54	....	.19
Claremont, N. H	50.90	....	4.57	....	4.79	2.21	2.87	5.44	6.70	....	8.92	....	.67	12.96	....
Nutley, N. J	62.03	1.72	4.81	....	....	2.91	4.27	6.17	3.2[illegible]	1.60	10.01	.64	1.44	....	1.03
Roswell, N. Mex	68.58	1.27	5.9[illegible]	3.72	3.90	....	1.06	4.06	3.27	1.68	4.81	....	....	....	.48
Oneida, N. Y	53.49	....	3.4[illegible]	11.80	....	....	1.8[illegible]	6.54	5.2[illegible]	14.43	1.78	.47	.94	....	....
Goldsboro, N. C	65.22	....	7.87	7.01	....	....	2.82	4.37	3.67	.21	7.56	1.29	....	....	....
Bismarck, N. Dak	62.80	1.08	5.54	....	....	.87	....	9.27	....	....	20.46	....	....	....	....
Niles, Ohio	52.03	1.34	6.32	3.29	5.97	6.23	2.21	7.60	2.67	9.43	....	2.61	....	....	.33
Ardmore, Okla	69.92	1.53	7.07	....	3.81	....	.25	8.26	2.80	3.81	2.29	.25	....	....	....
Astoria, Oreg	61.71	1.14	3.92	....	5.37	.01	.21	7.48	2.17	2.57	12.95	.09	....	....	.55
Coaldale, Pa	53.29	5.13	7.10	....	....	11.97	5.41	7.95	3.68	1.10	1.92	.51	1.92	....	....
Bristol, R. I	68.87	1.37	4.40	....	....	5.63	....	6.60	4.80	1.68	6.65	....	....	....	....
Newberry, S. C	57.80	....	7.81	....	....	1.65	.78	3.15	2.17	1.22	25.02	.39	....	....	....
Mitchell, S. Dak	61.05	1.95	4.92	4.72	1.97	....	6.00	8.26	6.88	.91	2.98	.35	....	....	....
Park City, Tenn	77.36	....	9.24	....	....	....	1.63	3.67	3.21	....	3.80	1.08	....	....	....
Greenville, Tex	71.11	....	4.23	2.85	2.63	....	(2)	5.28	3.17	(2)	[3]10.57	....	....	....	.12
Provo, Utah	64.28	2.55	3.71	7.96	1.86	7.15	4.23	6.26	....	1.15	....	.45	....	.39	....
Montpelier, Vt	59.49	.03	9.61	....	....	2.62	4.46	4.90	6.36	2.42	2.90	....	....	4.24	2.95
Bristol, Va	76.04	.45	10.18	....	....	.39	2.38	3.84	1.14	.18	3.86	.41	....	....	1.14
Vancouver, Wash	71.50	1.12	4.56	2.79	4.28	....	....	8.16	3.61	1.86	1.50	.61	....	....	....
Fairmont, W. Va	55.15	.66	4.05	8.13	2.90	.46	5.93	6.30	3.19	1.67	10.50	.32	.76	....	....
Menomonie, Wis	51.79	1.59	5.78	3.56	....	....	8.10	6.92	10.82	1.02	6.84	.83	.37	1.50	.88
Laramie, Wyo	54.58	.69	6.70	....	4.16	2.94	.58	8.76	3.46	7.15	8.77	....	....	2.20	....

* Statistics for the year 1912–13.

[1] Less than one-hundredth of 1 per cent.

[2] Included in maintenance.

[3] Includes stationery, water and light, etc.

MAXIMUM AND MINIMUM SALARIES.

The interpretative material in the present report involves the use of the median, upper, and lower quartiles for purposes of salary comparisons; maxima and minima; and especially the use of frequency tables. Some attempt has been made (Part III, p. 87) to explain the significance of these devices in salary investigations. With regard to the maximum and minimum, much care needs to be exercised to see that the figure given is a real maximum or minimum salary. The maximum reported is apt to be that of a grammar-school principal,[1] and the minimum often a training-school girl in practice work; there is little uniformity in reporting these items. Some of the instances are relatively simple; others are complicated. The comparatively simple case of the building principal, who may be a principal in fact, shades off into the puzzling case of the "teacher in charge," who may teach all or part of the time. The intricacies involved in making just comparisons are clearly stated by Supt. G. J. Borst, of Danbury, Conn.:

> We pay $800 to women principals of small buildings and $760 to women whom we call "teachers in charge" of two or three room buildings.
>
> For a regular grade teacher who has no executive work or responsibility we pay $720 as a maximum. The city has a regular salary schedule which has been in effect some four or five years. Before that time the salaries of the grade teachers were much lower.
>
> I have given this question of salary considerable study and I feel sure from my study that we are paying above the average for Connecticut, if you can get all the facts clearly stated as I have given them for Danbury. There are some neighboring cities, for example, which have a maximum of $700, one or two $750, and only one or two $800, but some of these grant an extra salary or bonus for work done outside. For example, in one of the neighboring cities the maximum salary is $750, but if a teacher will do extension work in Columbia and keep going she can get an extra salary or bonus for improving herself. This may be continued until she can get $100 more than she otherwise would. The practice is, of course, very praiseworthy in itself, but all teachers can not do this work, and it is not supposed that all teachers will do it, and I think it hardly fair to quote it as a maximum for elementary teachers without some sort of explanation.

With regard to the minimum figure the abnormally low figure is often found to be the salary of a temporary teacher, a substitute, an assistant, a training-school girl in practice work, or a peculiarly exceptional case. In 1913 Cleveland, Ohio, reported $203 as a minimum, because Nottingham, a suburb, had just been annexed to the city system. At the present time the Cleveland minimum is $500. Any comparison based on an apparent fluctuation of from $203 to $500 would be erroneous as far as actual city conditions are concerned, however well it might show the striking inequalities that persist in the payment of teachers as between city and country, or even city and suburb. There are many such cases.

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[1] This point was carefully considered in the 1905 report (p. 13): "As to the teachers and principals in elementary schools the case is much more complex. In several of the large cities a principal (sometimes called a supervising principal) has charge of a group of schools in a district, and an assistant or vice principal has charge of each building so far as discipline is concerned, but with no supervisory duties in regard to instruction. In other cities assistant superintendents may perform duties like the supervising principals above, and in many cities the principal has exactly the duties and responsibilities of the vice principals just referred to. In Washington, for example, principals of elementary schools teach a class and have nothing to do with the supervision of the instruction of other teachers. Not infrequently, and usually in the smaller cities, teachers in one of the higher grades serve also as principals, and the salaries of principals of the smaller buildings are less than the maximum paid teachers. The line between teachers and principal is not always distinct. When we undertake a comparison of city with city we find, just as in the case of high schools, that differences in methods of organization and supervision may require twice as many principals in one city as in another with the same number of teachers."

Frequently conditions quite defy comparison. Supt. Lawton B. Evans, Augusta, Ga., in explaining what appeared to be an abnormal change in the minimum salary reported for his city in different years, states his case as follows:

> We have all sorts of minimum salaries, depending entirely upon the contract for the year and the school to be taught. For instance I have one contract now with a young lady who is teaching 12 children three hours a day and for that service is willing to accept $15 a month. This is the least salary we are now paying anybody, and it is an exceptional case. I have a few negroes in remote districts teaching a five-months' school for $25 a month, or $125 a year. I have assistant kindergarten teachers who are partly in training who get $240 a year. As a matter of fact we have no definite schedule and never have had. We are paying according to the needs of the school and the ability of the individual, and it varies in every locality and in every school. It is possibly true that our minimum wage was $289, and another year was $248, and for this year it might be a totally different figure. We open all sorts of schools in all sorts of places and pay for all kinds of service.

In southern cities the minimum reported may be for white teachers or it may be for colored. No fair comparison between any two cities can be made unless it is clear that both are reporting on the same basis. Supt. Arthur F. Hannan, of Selma, Ala., in explaining the variation in the minimum reported for his city, writes:

> Prior to the year 1909-10, teachers were employed on a basis of eight calendar months. Colored teachers were paid straight salaries of $35 and $40 a month for eight calendar months without regard to experience, efficiency, certification, or length of service in the local schools. White teachers were paid salaries ranging from $560 to $800 for work in the elementary schools and $840 for work in the high school.
>
> Since the year 1909-10, white teachers have been employed on a basis of nine scholastic months on salaries ranging from $540 to $900 for work in elementary schools and from $810 to $1,600 in the high school. However, in the elementary schools, salaries do not go over $675 except for seventh grade and for principals who devote a part of their time to teaching. The maximum salary is attainable in five years, or less, in case of special efficiency on the part of the teacher. Also in employing experienced teachers we fix the salary at such place in the schedule as seems wise and just.
>
> The small decrease in the minimum salary ($271) paid to colored teachers was made in the year 1909-10, when teachers were paid on the basis of nine scholastic months for the first time. More recently, colored teachers have been put under schedule ranging from $270 to $450 according to training, experience, length of service in the local schools, and general fitness for the work.
>
> To sum up, while the minimum salary both for colored teachers and for white teachers is somewhat smaller than in the years prior to 1908, the maximum salaries are materially larger and the teachers receiving salaries between the minimum and maximum are better paid, much better paid, than formerly.

METHODS IN SALARY CAMPAIGNS.

By what legitimate methods may teachers' salaries be raised? The question has been frequently asked, and frequently well answered, notably in meetings of the National Education Association. It is unfortunate that so few of the plans for practical accomplishment in this field are generally known. One of the best of these was set forth by Supt. John W. Carr, of Bayonne, N. J., at the St. Paul meeting of the National Education Association, July, 1914. There are at least five specific methods of procedure, according to Supt. Carr:

1. Keep down other expenses, so that there may be funds for increasing teachers' salaries. In making up the school budget, it usually happens that everything else is provided for before any provision is made for increasing teachers' salaries. Let us keep down the "miscellaneous expenses" and we shall have more money for teachers' salaries.

2. Standardize expenses, and in many localities there will be sufficient funds to pay reasonable salaries to teachers without increasing the burden of taxation to all. In a small city, the amount expended for books and educational supplies exceeded $17,000 per year. A careful estimate of the supplies actually needed was made and money appropriated accordingly. The result was that, although the attendance had increased more than 1,000, yet the annual decrease in expenditures for supplies was more than $2.000. By many small savings, the amount available for teachers' salaries may be materially increased.

3. Utilize the various teachers' organizations for the study of tax laws and the laws and practices for collecting and distributing school funds. Appoint active executive committees whose duties it shall be to see to it that the funds which are voted are really available for school purposes. In many localities if the tax dodgers and deadheads were made to pay up, there would be adequate funds for teachers' salaries.

4. Organize and maintain educational publicity committees—local, State, and National. The people want to know what the great body of teachers really need in the way of support in order that they, the teachers, may do their work most effectively. In most communities that is all that is required to secure the necessary legislation to provide minimum salary laws, permanent tenure, and adequate pensions.

5. Lastly, let us go to our homes, formulate a reasonable salary schedule for the particular locality in which we live, and then see if we can not get it adopted. Let teachers agree among themselves on a schedule which is reasonable, and in most communities it will be adopted.[1]

The point Supt. Carr makes in paragraph 4 of his program is of special importance. Too much emphasis can not be placed upon the fact that, once accurate data have been compiled, the salary campaign resolves itself into a campaign of publicity. It is frequently found to have been a safe assumption that the real reason for continued low salaries was lack of knowledge on the part of the public as to how low salaries really were. Publicity is urgent. In this connection the words of Payson Smith[2] are as applicable as they were in 1906. Speaking of the 1905 salaries report, he said:

> If these reports are to be stored away on shelves to collect dust and to grow stale, or if they are to be reserved merely for the reading of teachers, they may as well not have been written. The important thing is to get the facts before the people. * * * This National report should be followed with State reports, wherever these have not already been made. But even this will not be enough. Every local community must do its own work. When reports are ready local communities should see to it that the local press, members of school boards, and town and city councils are provided with articles based on the reports. State reports and local committees may perhaps best be arranged at the direction of the State teachers' associations. Every

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[1] National Education Association. Addresses and Proceedings, St. Paul, 1914, p. 92. John W. Carr, superintendent, Bayonne, N. J.

[2] Journal of Education, 64:214, 1906.

county institute and local teachers' meeting should provide place for the discussion of this question. Your city or town teachers' association may properly have a committee on economic advancement as a course of study. And further, where there is an association of citizens, a grange, a civic club, a parents' association, let this topic be presented. The second great work of spreading the facts is as highly important as the first great work of getting them, and it is a work in which we may all participate.

II. STATISTICS OF SALARIES FOR 1914-15.

Little actual change in teachers' salaries between 1912-13 and 1914-15 has taken place. Although the committee on teachers' salaries and cost of living, through the Bureau of Education, collected again the salaries for all city school systems, it seemed necessary only to print those not previously published. This section of the report therefore gives actual salaries for superintendents, high-school teachers and principals, and elementary teachers and principals in 713 of the 1,079 cities having between 2,500 and 5,000 population.

This information is given in Table 1.

It is not yet possible to collect salary statistics for rural school teachers with the same degree of completeness possible for city teachers, but conditions are improving in this respect. Table 2 (pp. 83 to 86) gives the 1914-15 salaries for rural teachers in certain counties, by State and term in days, as reported by the State and county school officers.

Table 3 (p. 87) gives the salaries of county superintendents for 1914-15 in certain States. This information was furnished by the State and county school officers. The growing importance of the county superintendent's position is apparent from the increasing number of good salaries paid.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15.*

[Figures in italic relate to men; the other figures to women.]

Cities.	Population, 1910.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Decatur, Ala.	4,228	*$1,500*	......	....	2	$675	*1*	[1] *$450*	1	$585
					1	585			3	540
					1	540			1	450
									1	405
									4	[1] 225
Eufaula, Ala.	4,250	*1,800*	*1*	*$900*	1	630	......	....	7	495
					1	585				
Girard, Ala.	4,214	*1,200*	......	....	......	....	*1*	*810*	1	540
							1	*527*	1	495
							1	*495*	1	473
									6	450
									1	270
									2	225

[1] Colored.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Jasper, Ala.	2,509	*$1,680*					*1*	[1] *$400*	1	[2] $540
									3	495
									5	473
									1	240
Opelika, Ala.	4,734	*1,900*	*1*	*$1,300*	*1*	*$765*	*1*	[1] *400*	1	630
					1	765			2	585
									1	563
									6	540
									2	[1] 220
									3	[1] 200
Phenix, Ala.	4,555						1	600	9	360
Sheffield, Ala.	4,865	*1,600*			1	720	*1*	[1] *360*	7	540
					1	630			2	450
									3	[1] 270
Troy, Ala.	4,961	*1,800*							6	540
									3	495
									2	468
									1	450
									2	360
									2	270
									1	225
Tuscumbia, Ala.	3,324	*1,500*							2	630
									5	450
Arkadelphia, Ark.	2,745	*2,000*			5	520	*1*	*1,200*	12	480
Batesville, Ark.	3,399	*1,620*	*1*	*675*	1	540	*1*	*765*	11	450
Blytheville, Ark.	3,849	*1,000*			*1*	*600*			*1*	[3] *600*
					1	600			11	400
					1	*480*				
					1	480				
Camden, Ark.	3,995	*1,500*	*1*	*765*	2	675	1	675	1	630
									2	495
									2	450
									1	315
Conway, Ark.	2,794	*1,600*			*1*	*675*	1	[4] 1,200	1	[5] 675
					1	575	1	[1] 450	1	540
					4	495			7	495
									1	[1] 270
									1	[1] 225
El Dorado, Ark.	4,202	*1,600*	*1*	*1,000*	*1*	*1,000*	1	675	13	540
					2	535	*2*	[1] *420*	2	[1] 350
Fordyce, Ark.	2,794	*1,500*	*1*	*675*	1	675			1	585
									6	450
Hope, Ark.	3,639	*1,100*	*1*	*675*	1	630	1	608	2	495
					1	540	*1*	[1] *540*	3	450
					1	360			3	428
					1	[6] 270			2	[7] 405
									1	[1] *360*
									1	[1] 315
									1	[1] 270
Malvern, Ark.	2,778	*1,500*			1	540	*1*	*810*	*1*	*600*
									1	540
									5	450
Newport, Ark.	3,557	*1,200*	1	600	2	560	1	520	1	560
									1	520
									5	480
									1	*460*
									1	400
									1	*320*
									2	320
Prescott, Ark.	2,705	*1,500*			1	600	*1*	*1,000*	3	520
					2	*520*			3	440
					1	520				
Russellville, Ark.	2,936	*1,500*	*1*	*1,100*	*1*	*600*			*1*	*480*
					3	480			11	480
									2	400
Stuttgart, Ark.	2,740	*1,600*	1	720	1	675			9	495
					1	630			1	[8] 225
Van Buren, Ark.	3,878	*1,350*	*1*	*1,125*	*1*	*675*	*1*	*900*	12	450
					3	540	1	540		

[1] Colored.
[2] Supervisor of music and drawing.
[3] Primary supervisor.
[4] Supervisor of elementary work.
[5] Domestic science.
[6] Half time.
[7] One colored.
[8] Part time physical-culture teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Anaheim, Cal.	2,628	$1,500	1	$2,500	2	$1,500	1	$900	4	[1]$900
					1	1,450	2	810	12	765
					2	1,400			2	743
					1	1,300			2	698
					1	1,250			1	653
					1	1,200				
					1	1,200				
					2	1,150				
					2	1,100				
					1	1,000				
Coalinga, Cal.	4,199	1,350	1	2,000	1	1,400	1	990	3	900
			1	[2]1,500	1	1,300	1	990	13	855
					1	1,200	1	900	2	810
							1	810	1	765
Colton, Cal.	3,980	2,220	1	1,452	1	1,404	3	900	3	855
					1	1,300			1	846
					2	1,300			2	824
					1	1,260			1	801
					3	1,200			2	790
									3	779
									1	765
									3	745
									1	722
									1	711
Corona, Cal.	3,540	....	1	2,200	1	1,395	2	1,215	21	765
					1	1,305				
					2	1,200				
					3	1,125				
					1	1,035				
					2	900				
Emeryville, Cal.	2,613	....	......	....	......	....	1	1,800	4	1,200
									2	1,020
									2	960
Hayward, Cal.	2,746	2,610	......	....	1	1,440	......	....	1	1,200
					5	1,200			2	1,080
									2	1,038
									2	999
									1	990
									3	960
									1	720
Lodi, Cal.	2,697	1,600	......	....	......	....	2	1,000	16	820
Merced, Cal.	3,102	....	1	1,800	2	1,200	1	1,800	20	675
					23	1,200	1	1,500		
							1	1,080		
							4	900		
							10	900		
Mill Valley, Cal.	2,551	2,400	......	....	......	....	3	1,080	8	960
Monterey, Cal.	4,923	....	......	....	......	....	1	1,680	3	900
									1	850
									5	800
									1	750
									1	650
									1	400
Nevada City, Cal.	2,689	2,000	......	....	1	1,300	......	....	1	1,000
					2	1,100			2	1,000
					3	1,000			1	950
									6	850
Ontario, Cal.	4,274	1,800	......	....	3	1,000	......	....	1	[3]1,500
									1	[3]1,400
									1	[3]960
									1	[3]960
									17	840
									1	800
									4	780
									1	750
									1	720
									5	660
									4	600
Orange, Cal.	2,920	1,700	......	....	1	1,100	......	....	1	[3]1,050
					2	900			1	[3]1,000
									1	[3]810
									3	765
									5	720
									3	675

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[1] Special teachers.

[2] Assistant.

[3] Supervisors.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Oxnard, Cal	2,555	*$2,400*	*1*	*$2,400*	2	$1,500	......	......	1	$900
					2	*1,400*			2	850
					1	*1,300*			10	800
					1	1,200				
Palo Alto, Cal	4,486	[1] *2,400*	1	[2] 1,600	*1*	*1,600*	*1*	*$1,600*	1	1,200
					1	*1,440*	1	1,200	3	1,140
					2	1,440	1	1,080	1	1,080
					1	*1,380*			3	1,020
					1	1,380			8	960
					1	*1,320*			1	800
					3	1,320			1	[3] 660
					1	*1,260*				
					2	1,260				
					1	1,200				
Redding, Cal	3,572	*1,800*	*1*	*2,600*	*1*	*2,000*	*1*	*1,575*	10	765
					1	*1,800*				
					1	*1,600*				
					1	*1,400*				
					1	*1,350*				
					2	1,100				
					2	1,050				
					1	1,000				
Redondo Beach, Cal	2,935	......	*1*	*2,500*	*2*	*1,500*				
			1	[2] 1,600	*1*	*1,450*				
					1	*1,400*				
					1	1,350				
					1	1,250				
					1	1,200				
					1	1,100				
					1	[3] 600				
					1	[3] *550*				
Salinas, Cal	3,736	[1] *2,400*	*1*	[2] *1,600*	*1*	*1,500*	2	1,000	2	900
					1	1,400			3	850
					1	1,350			6	800
					1	1,250				
					3	1,200				
					1	950				
					1	[3] 550				
San Leandro, Cal	3,471	*2,000*	......	......	......	......	*1*	*1,440*	1	1,200
									1	[4] 1,170
									5	1,020
									9	960
									1	[5] *840*
									1	[5] 480
Santa Clara, Cal	4,348	......	......	......	......	......	1	1,800	5	960
									5	930
									6	900
									1	*600*
									1	600
									1	480
South Pasadena, Cal	4,649	*3,000*	*1*	*2,000*	*2*	*1,400*	1	1,300	1	1,200
					1	*1,350*	2	1,200	15	1,000
					1	*1,300*	1	1,100	6	900
					8	1,300			1	800
					4	1,200			1	700
									1	650
									1	500
Tulare, Cal	2,758	*2,400*	*1*	*1,600*	*1*	*1,500*	*1*	*1,800*	*1*	[4] *1,000*
					1	*1,400*	1	900	4	900
					1	*1,300*			3	850
					1	1,250			8	825
					1	1,150				
					4	1,100				
					1	[3] *900*				
Watsonville, Cal	4,446	*2,500*	*1*	[2] *1,500*	*1*	*1,600*	*1*	*1,200*	5	850
					1	1,500			*5*	*800*
					2	1,350			12	800
					1	*1,250*			*1*	*750*
					1	1,200			1	650
					1	*1,100*				
					2	1,100				
					1	1,050				
					2	1,000				
					1	*750*				
					1	500				

[1] Also principal of high school.
[2] Assistant.
[3] Part time.
[4] Special teachers.
[5] Part time, special teachers.

TABLE 1.—[illegible] schools of cities having 2,500 and [illegible]—Continued.

Cities.	Population.	[illegible]	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Whittier, Cal.	4,550	$2,000	......	......	......	......	1	$1,350	1	[1] $1,500
							1	1,150	1	960
									2	900
									5	[2] 900
									5	855
									6	810
									7	765
									1	720
Woodland, Cal.	3,187	1,800	......	......	......	......	1	1,800	4	900
							1	1,200	7	840
							1	1,100	1	[3] 804
									1	[3] 504
Alamosa, Colo.	3,013	1,500	1	$1,000	2	$720	1	810	1	[1] 720
			1	[illegible]			1	720	11	630
Colorado City, Colo.	4,333	1,700	1	1,200	1	[illegible]	2	1,050	3	810
					1	1,075	2	950	4	765
					2	900			2	745
									7	700
									1	[1] 675
Durango, Colo.	4,686	2,700	1	1,425	1	1,200	1	968	6	765
					1	1,140	1	900	3	720
					1	1,025			4	698
					1	950			5	[4] 675
					2	950				
					1	903				
					1	855				
					1	808				
Englewood, Colo.	2,983	1,200	1	800	1	650	1	750	2	650
					1	500			1	600
					1	[5] 375			3	500
					1	[5] 175			8	500
Florence, Colo.	2,712	1,500	1	1,000	1	855	2	720	4	675
					2	765			5	630
									6	585
Fort Morgan, Colo.	2,800	......	......	......	2	1,125	......	......	2	[4] 900
					1	1,100			2	810
					2	1,000			1	765
					2	900			4	720
					1	845			2	675
					2	845			7	630
					1	720			1	585
La Junta, Colo.	4,154	2,600	......	......	......	......	1	1,400	1	1,350
							1	1,300	1	[1] 1,260
							2	1,100	1	[1] 1,200
							1	1,000	1	1,100
							1	950	1	950
									2	900
									1	810
									1	[1] 810
									2	[1] 765
									13	720
									9	675
									5	630
									2	585
									3	585
									1	540
									1	450
Lamar, Colo.	2,977	1,500	1	1,215	1	900	......	......	1	900
					2	900			1	[1] 810
					2	855			1	765
					1	810			1	675
					1	765			7	630
									3	585
									3	540
Longmont, Colo.	4,256	2,000	1	1,710	3	1,235	1	1,045	1	[1] 1,100
					1	1,200	2	950	1	[1] 1,000
					1	1,000			2	[1] 900
					3	1,000			15	715
					2	950			4	665
					3	950			5	625
									1	[1] 600
									3	570

[1] Special teachers.

[2] Three special teachers.

[3] Part time, special teachers.

[4] One special teacher.

[5] Part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Loveland, Colo.	3,651	*$1,800*	*1*	*$1,200*	*1*	*$1,000*	2	$1,000	*1*	[1] *$1,125*
					1	990	1	810	1	[1] 990
					1	*945*			1	[1] 900
					1	*900*			*1*	[1] *810*
					1	855			5	720
					1	810			6	675
					1	540			8	630
									9	585
									5	540
Monte Vista, Colo.	2,544	*2,200*	*1*	*1,200*	1	900	......	......	*1*	[1] *1,000*
					1	855			1	[1] 810
					2	720			2	720
									2	675
									6	630
									2	585
									1	450
Montrose, Colo.	3,254	*2,200*	*2*	*1,200*	3	1,000	*1*	*1,200*	*1*	[1] *1,200*
			1	1,200	*1*	*900*	1	810	*1*	[1] *1,000*
					3	900			15	[2] 810
					5	765			22	650
Rocky Ford, Colo.	3,230	*2,000*	*1*	*1,450*	*1*	*1,000*	*1*	*1,150*	*1*	[1] *900*
					2	*900*	1	1,100	1	[1] 810
					3	900	*1*	*810*	1	765
					1	810			18	675
					1	*765*			4	630
									2	585
Salida, Colo.	4,425	*1,300*	*1*	*1,200*	*1*	*1,125*	2	810	1	[1] 765
			1	[3] 1,100	*1*	*1,000*			1	675
					2	1,000			1	610
					2	900			1	585
									1	540
Sterling, Colo.	3,044	*3,000*	1	1,100	*3*	*1,250*	*1*	*1,000*	2	[1] 855
					1	950	1	1,000	4	713
					2	900			20	665
					2	855				
Bethel, Conn.	3,792	*1,400*	......	......	1	700	1	600	8	480
					2	600	1	500	3	440
									4	400
									1	[4] 150
East Windsor, Conn.	3,362	......	......	......	......	......	*1*	*814*	1	481
									1	444
									3	407
Newtown, Conn.	3,012	......	......	......	......	......	*1*	*1,100*	2	600
									1	*500*
									1	500
									3	*450*
									5	250
Thompson, Conn.	4,804	......	*1*	*1,800*	1	900	......	......	1	494
					1	800			*1*	*457*
					1	700			*1*	*418*
					1	650			9	418
									1	399
									1	390
									1	380
									1	361
									1	342
Dover, Del.	3,720	......	......	......	......	......	......	......	*1*	[1] *1,000*
									1	750
									1	650
									2	600
									3	550
									1	525
									2	475
									2	425
									2	400
Milford, Del.	2,603	*1,200*	......	......	2	540	1	595	1	[1] 540
					1	495			10	[5] 450
Apalachicola, Fla.	3,065	......	1	1,080	1	560	......	......	1	440
					1	480			5	400
Bartow, Fla.	2,662	......	*1*	*1,500*	*1*	*800*	1	600	1	520
					1	800			10	480
					1	*680*				
					1	680				

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[1] Special teachers.

[2] Three special teachers.

[3] Assistant.

[4] Special teacher, part time.

[5] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
De Land, Fla.	2,812	*$1,500*	......	......	1	$800	......	......	*1*	[1] *$800*
					1	720			1	[1] 720
									1	*640*
									5	600
									3	560
Fernandina, Fla.	3,482	*1,200*	......	......	......	......	*1*	*$1,200*	6	480
Live Oak, Fla.	3,450	......	*1*	*$1,300*	1	800	......	......	8	480
					1	560			1	400
					1	520				
Orlando, Fla.	3,894	*1,500*	*1*	*1,400*	2	700	*1*	*1,400*	19	560
					3	680				
Quincy, Fla.	3,204	......	*1*	*1,800*	*1*	*1,125*	......	......	1	810
					1	*720*			1	600
					1	720			6	540
Sanford, Fla.	3,570	*1,650*	1	900	1	700	*1*	*800*	2	[2] 600
					3	600			*1*	*520*
									13	520
Bainbridge, Ga.	4,217	*1,800*	*1*	*1,000*	1	720	......	......	10	540
					1	675				
Barnesville, Ga.	3,068	......	......	......	......	......	1	750	8	500
Carrollton, Ga.	3,297	*1,800*	......	......	*1*	*1,000*	......	......	15	550
					2	750				
Cartersville, Ga.	4,067	*1,800*	*1*	*900*	2	720	1	585	10	495
Cedartown, Ga.	3,551	*2,000*	*1*	*1,000*	*1*	*810*	......	......	2	585
					1	810			1	500
					1	585			9	450
Covington, Ga.	2,697	*1,500*	*1*	*900*	1	540	......	......	7	540
Cuthbert, Ga.	3,210	*1,200*	......	......	......	......	*1*	*630*	5	450
Dawson, Ga.	3,827	*1,500*	*1*	*1,000*	*1*	*675*	......	......	1	585
			1	1,000	1	585			1	540
									5	495
									2	[1] 180
East Point, Ga.	3,682	*1,200*	......	......	......	540	......	......	......	495
										450
Fort Valley, Ga.	2,697	......	......	......	*1*	*1,200*	......	......	2	540
					2	675			6	450
Hawkinsville, Ga.	3,420	*1,600*	*1*	*1,275*	*1*	*1,200*	*1*	[3] *500*	2	600
									5	550
									2	[3] 250
									1	[3] 200
Monroe, Ga.	3,029	*1,800*	*1*	*1,000*	2	585	1	540	6	450
							1	[3] *405*	2	315
									1	[3] 270
									1	[3] 241
Moultrie, Ga.	3,349	*2,000*	*1*	*1,500*	*1*	*900*	*1*	[3] *450*	7	[4] 540
					1	810			1	[1] 595
					1	700			12	495
									4	[3] 225
Quitman, Ga.	3,915	*2,000*	*1*	*1,350*	*2*	*1,200*	......	......	1	630
					1	675			2	585
									6	540
Washington, Ga.	3,065	*1,650*	......	......	2	600	*1*	*1,200*	3	650
									3	500
Caldwell, Idaho	3,543	*1,900*	*1*	*1,200*	*1*	*1,000*	......	......	*1*	[5] *1,000*
					1	*950*			*1*	[5] *763*
					1	*855*			2	675
					5	765			2	630
					1	*720*				
Moscow, Idaho	3,670	*2,000*	*1*	*1,150*	*2*	*900*	......	......	9	[6] 675
			1	*900*	3	900			7	[6] 630
					1	*865*				
					1	*810*				
					1	810				
					1	765				
					5	[6] 705				
Sandpoint, Idaho	2,993	*2,250*	*1*	*1,250*	*1*	*1,150*	......	......	*2*	*750*
					2	950			23	750
					1	*900*				
					2	900				
Wallace, Idaho	3,000	*2,500*	*1*	*1,500*	*3*	*1,250*	1	1,000	1	1,000
			1	1,200	*1*	*1,200*	1	900	1	950
			1	925	1	1,200			3	925
					1	*1,150*			1	900
					1	1,100				
					1	1,050				

[1] Special teachers.
[2] One special teacher.
[3] Colored.
[4] Two special teachers.
[5] Supervisors.
[6] Average.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Weiser, Idaho	2,600	$2,000	2	$1,000	1	$900	1	$765	2	$765
					1	810			4	720
					3	765			1	[1] 675
					1	740			2	660
									5	600
Anna, Ill	2,809	1.275	1	800	3	600	2	700	2	550
									13	500
Batavia, Ill	4,436	....	1	1,000	2	900	1	700	2	600
					6	750	2	650	10	575
					1	700			4	550
					2	650			2	525
									3	500
Benton, Ill	2,675	1,350	3	680	......	......	......	......	2	510
									3	490
									2	467
									1	440
									9	403
Carmi, Ill	2,833	....	1	1,063	1	958	1	595	1	489
					1	765	1	[2] 425	1	468
					1	680			1	413
					1	680			2	374
					1	[2] 438			6	351
									1	[2] 307
Carterville, Ill	2,971	1,350	1	900	1	900	......	......	1	625
					1	800			1	525
									1	500
									2	450
									4	400
									1	325
									1	280
									3	215
Downers Grove, Ill	2,601	2,100	......	......	......	......	1	1,000	1	900
									2	810
									2	810
									2	650
									2	630
									3	585
									1	550
									6	540
									1	450
East Moline, Ill	2,665	1,800	......	......	......	......	......	......	1	765
									2	648
									1	630
									5	585
									7	495
									1	450
									1	[3] 350
									2	[3] 300
									1	[3] 315
Effingham, Ill	3 898	1,350	1	900	1	675	2	720	9	495
					1	675				
					1	630				
					1	500				
Eldorado, Ill	3,366	1,200	......	......	......	......	......	......	1	560
									3	480
									1	480
									2	440
									12	400
Fairbury, Ill	2,505	2,000	1	[4] 765	4	723	1	765	1	[3] 850
									2	[3] 680
									2	575
									2	553
									1	532
									6	510
Flora, Ill	2,704	1,065	......	......	......	......	......	......	1	510
									3	510
									4	468
									6	425
									1	383
Geneseo, Ill	3,199	1,600	......	......	......	......	2	630	1	[3] 900
									3	[5] 585
									3	540
									5	495
									2	450

[1] Supervisors.

[2] Colored.

[3] Special teachers.

[4] Assistant.

[5] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Greenville, Ill.	3,178	$1,800	1	$1,200	1	$788	......	......	2	$560
					1	744			1	525
					1	656			4	481
					1	525			5	438
									1	416
									3	394
Harvard, Ill.	3,008	1,900	1	1,000	4	800	......	......	1	700
					1	650			1	600
					1	600			1	575
									1	525
									1	500
									9	450
Havana, Ill.	3,525	1,800	1	810	1	850	2	$585	3	[1] 630
					1	675			2	585
					6	630			4	540
									10	[2] 495
									3	450
Highland, Ill.	2,675	1,800	1	[3] 855	1	810	1	540	1	518
					2	720			1	495
									3	450
									1	428
									1	[4] 405
									3	383
									1	[4] 515
Highland Park, Ill.	4,209	2,700	......	......	......	......	......	......	1	1,050
									1	1,000
									1	975
									1	[1] 950
									1	[1] 950
									1	925
									1	875
									3	850
									2	825
									2	800
									2	775
									1	750
									1	[4] 500
Hillsboro, Ill.	3,424	1,600	1	1,100	1	765	1	800	1	560
					1	680	1	600	7	[2] 480
					1	680			6	440
					1	600			7	400
Hoopeston, Ill.	4,698	2,400	1	1,300	1	855	2	765	1	[1] 720
					1	810	1	720	1	[1] 653
					2	720			4	585
					1	675			7	563
					2	675			6	540
									2	495
Jerseyville, Ill.	4,113	1,800 [3] 1,100	1	1,100	1	980	......	......	2	450
					1	900			1	[1] 600
					1	680			1	480
					1	350			3	440
									3	[5] 400
Johnston, Ill.	3,248	1,215	1	900	1	630	2	585	7	360
									2	495
									2	450
									2	428
									9	405
									4	378
									1	[4] 248
Lake Forest, Ill.	3,349	2,500	......	......	......	......	......	......	6	1,000
									4	975
									1	950
									1	925
									2	900
									3	875
									1	850
									1	[4] 800
									1	775
									1	[4] 750
									2	[2] 700
									1	675
									1	[4] 625
									1	575

[1] Special teachers.

[2] One special teacher.

[3] Assistant.

[4] Special teachers, part time.

[5] One colored.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Lawrenceville, Ill	3,235	*$1,200*					*3*	*$675*	1	[1] $630
									2	495
									6	473
									10	405
									2	360
Marseilles, Ill	3,291	*1,600*	1	$850	5	$650			3	600
									2	550
									8	500
Mendota, Ill	3,806	*1,600*	*1*	*1,200*	*1*	*800*	2	750	1	650
					4	800			5	[2] 600
									1	575
									8	550
Morgan Park, Ill	3,694		*1*	*3,300*	*1*	*1,430*			2	950
					1	1,430			3	850
					1	*1,320*			2	825
					1	1,265			2	800
					1	1,155			1	775
					1	*1,100*			2	750
					1	1,100			1	725
					1	1,000			3	700
									2	650
Morris, Ill	4,563	*2,000*	*1*	*1,200*	1	800			*1*	[1] *950*
					1	765			*1*	[1] *900*
					1	750			1	[1] 720
					3	720			1	[1] 700
									6	585
									3	563
									1	540
									2	518
									2	450
									3	405
Mount Olive, Ill	3,501	*1,100*	*1*	*720*					1	510
									1	495
									2	450
									3	428
									2	405
									2	383
									3	360
Naperville, Ill	3,449	*2,000*	1	1,200	*1*	*855*			1	900
					1	855			7	665
					1	808			2	618
					1	*760*			2	570
					1	760			2	[1] 475
Normal, Ill	4,024	*1,800*	*1*	*1,200*	*1*	*1,150*			2	630
					1	*1,000*			5	585
					3	788			4	540
					3	675			2	[3] 495
Paxton, Ill	2,912	*2,000*	*1*	*900*	*1*	*810*			2	675
					2	765			2	540
					2	720			8	518
									1	[3] 225
									1	[3] 180
Petersburg, Ill	2,587	*1,500*	*1*	*1,000*	1	810	2	595	1	[1] 630
					1	*675*			2	540
					2	595			4	450
									4	405
									1	360
Pinckneyville, Ill	2,722	*935*	*1*	*600*					*1*	*450*
			1	[4] 480					1	450
									3	360
									1	340
									1	336
									4	320
Princeton, Ill	4,131	*1,800*					3	665	*1*	[1] *1,100*
									1	[1] 900
									1	[1] 710
									14	620
									3	570
Robinson, Ill	3,863						*1*	*675*	*1*	*675*
							1	630	*1*	*585*
									3	585
									1	*540*
									2	[2] 540
									9	495

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[1] Special teachers. [2] One special teacher. [3] Special teachers, part time. [4] Assistant.

Table 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Rochelle, Ill	2,732	$1,800	1	$1,600	1	$900			1	$700
					2	800			2	625
					3	750			1	600
									2	575
									2	550
									1	525
									1	450
Rock Falls, Ill	2,657	1,500	1	675	1	600	1	$495	1	540
					1	585			3	495
									6	473
									1	450
Salem, Ill	2,669	1,500	1	850	3	698			14	425
Sandwich, Ill	2,557	1,600	1	902	1	855			1	713
					1	808			1	618
					1	760			2	570
					1	713			6	523
									1	[1] 333
Shelbyville, Ill	3,590	1,800	1	1,260	1	900			1	[1] 675
					1	810			2	630
					2	675			2	540
					1	630			7	495
									2	450
Sullivan, Ill	2,621	1,800	1	1,000	1	1,000			1	[1] 638
					1	850			4	480
					3	638			5	440
									3	400
Sycamore, Ill	3,926	1,800	1	1,100	1	1,000			1	[1] 900
					1	900			2	700
					2	850			2	675
					1	800			4	600
									13	[2] 575
									1	[1] 500
Vandalia, Ill	2,974	1,275	1	765	1	805	1	500	1	468
					1	630	1	468	5	425
					1	578	1	448	3	400
					1	558				
Venice, Ill	3,718	1,500	1	630	1	630			4	630
									3	540
									1	495
									1	450
Virden, Ill	4,000	1,600			1	765	1	765	1	510
					1	675	1	468	15	425
							1	446	1	383
Westville, Ill	2,607	1,125	1	855	1	900			2	630
			1	[3] 675	1	810			4	540
									9	495
									3	450
Wheaton, Ill	3,423				1	1,000			3	760
					1	1,000			1	713
					1	879			1	689
					1	831			1	665
					1	808			1	641
					1	784			2	570
					1	760			4	546
					3	665			1	523
									1	499
									2	[2] 475
Whitehall, Ill	2,854	1,500	1	900	1	722			1	468
					1	680			5	440
					1	620			4	383
					2	520				
Wilmette, Ill	4,943	2,500							1	950
									1	850
									1	800
									4	800
									5	750
									1	725
									5	700
									4	650
									2	600
									2	[2] 500
									1	250
									1	[1] 200

[1] Special teachers.

[2] One special teacher.

[3] Assistant.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Winnetka, Ill.	3,168	....	......	....	......	....	1	$1,100	*1*	*$1,500*
									1	*1,350*
									1	1,200
									1	1,050
									1	1,000
									5	[1] 050
									2	900
									1	850
									1	[3] *800*
									3	800
									7	[1] 750
									3	700
									1	500
									1	450
									1	250
									1	100
Angola, Ind.	2,610	*$1,200*	*1*	*$900*	*1*	*$850*	......	....	5	720
					1	825			4	525
					1	750				
					1	*600*				
					1	450				
Attica, Ind.	3,335	*1,550*	1	1,000	*2*	*810*	......	....	3	585
					1	810			4	563
					1	765			3	540
					3	720			2	518
					1	675			1	450
Auburn, Ind.	3,919	*1,800*	*1*	*1,050*	*1*	*765*	*2*	*720*	1	[3] 789
					4	765	1	720	7	675
					1	*720*			6	630
					1	675			3	585
									3	[2] 540
Bicknell, Ind.	2,794	*1,500*	*1*	*800*	1	720	......	....	*1*	*480*
					2	700			1	480
					1	*675*			1	460
					1	*650*			4	449
					1	650			10	400
					1	630			*1*	*395*
					1	600			2	395
									3	355
Bluffton, Ind.	4,987	....	*1*	*1,200*	1	900	*1*	*900*	*1*	[3] *1,100*
					2	*810*	1	765	3	[2] 810
					4	810	1	675	4	720
									1	675
									1	630
									1	626
									1	623
									1	621
									2	619
									1	603
									1	522
									1	518
									1	517
									1	509
									1	*504*
									1	501
Boonville, Ind.	3,934	*1,500*	*1*	*1,000*	1	810	......	....	*1*	*706*
					2	*765*			1	704
					3	765			1	702
					2	720			*1*	*701*
									1	695
									1	685
									1	*657*
									1	630
									1	612
									1	608
									1	517
									1	*513*
									1	510
									1	507
									3	499
									1	492
									1	407

[1] Two special teachers.

[2] Special teachers.

[3] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Columbia, Ind.	3,448	....	1	$1,200	2	$900	....	....	1	$765
					1	855			1	725
					1	810			1	720
					1	810			2	711
					1	798			1	702
					1	720			2	653
					1	675			1	632
					1	585			1	630
									1	603
									2	540
Crown Point, Ind.	2,526	$1,700	1	900	1	810	1	$810	1	[1]900
					2	720			4	720
					1	675			2	650
									1	630
									2	585
Decatur, Ind.	4,471	1,750	1	1,000	1	810	1	765	1	714
					3	765	1	743	1	713
					5	765	1	656	1	711
							1	549	1	709
									2	706
									1	703
									1	660
									1	622
									1	613
									1	534
									1	431
									1	407
									1	401
Fairmount, Ind.	2,506	1,200	1	760	1	720	....	....	1	636
					1	720			1	600
					1	560			1	560
									1	480
									1	467
									1	466
									1	461
									1	443
									1	400
									2	350
Franklin, Ind.	4,502	1,900	1	1,100	1	765	....	....	1	720
			1	[2]900	1	765			1	700
					1	720			2	700
					5	720			2	696
					1	685			10	696
									3	650
Garrett, Ind.	4,149	1,600	1	1,008	2	675	....	....	2	675
					2	675			1	[1]675
									2	630
									3	621
									1	[1]540
									2	522
									3	504
									1	450
									1	405
									1	387
Gas City, Ind.	3,224	1,200	1	800	1	675	1	675	1	[1]700
									1	675
									1	600
									1	[1]550
									3	540
									2	525
									3	500
									1	400
Greencastle, Ind.	3,790	2,000	1	1,200	1	900	1	855	1	[1]1,000
					1	855	1	810	2	[1]810
					2	810	1	810	1	[1]765
					1	810			3	720
					1	765			5	[3]675
									5	580

[1] Special teachers.

[2] Assistant.

[3] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Kendallville, Ind	4,981	$2,000	1	$1,500	1	$1,050	1	$900	3	$675
					2	1,025	1	720	6	630
					1	833			1	608
					1	833			4	585
					2	810			1	563
					1	765			1	540
Mitchell, Ind	3,438	1,550	1	900	2	837	1	765	1	[1] 810
									1	[1] 720
									1	[1] 450
Montpelier, Ind	2,786	1,500	1	900	1	765	1	765	1	709
					1	720	1	698	1	698
									2	[2] 630
									1	621
									1	608
									3	540
									1	423
North Vernon, Ind	2,915	1,400	1	1,000	2	720	......	....	1	[1] 800
									1	[1] 765
									3	708
									1	701
									1	[1] 630
									1	623
									1	615
									4	611
									1	508
									1	497
									1	411
Plymouth, Ind	3,838	1,800	1	1,215	1	1,125	......	....	1	765
					1	1,000			2	675
					1	950			1	653
					1	900			7	630
					1	900			1	595
					1	765			3	595
					1	750				
					1	675				
Rochester, Ind	3,304	1,800	1	1,260	1	1,000	2	720	2	[1] 675
					1	900			14	558
					1	855				
					1	765				
					5	720				
Rockport, Ind	2,736	1,350	1	1,035	1	765	......	....	1	710
					1	720			1	730
					1	630			4	700
									1	630
									2	500
									1	[2] 432
									2	[3] 432
Rushville, Ind	4,925	1,800	1	1,200	1	945	3	698	2	[1] 810
			1	[4] 1,025	3	900			1	[1] 720
					1	855			7	675
					1	720			11	630
									1	630
Sullivan, Ind	4,115	1,600	1	1,200	3	810	3	765	2	[1] 810
					1	810			4	702
					4	720			5	685
									2	615
									3	[2] 540
									2	500
									1	405
Tell, Ind	3,369	1,200	1	1,000	1	765	......	....	2	720
					1	[5] 515			1	[1] 703
									1	[1] 702
									1	691
									1	675
									1	617
									1	585
									4	504
									1	396
Union, Ind	3,209	735	......	....	......	....	1	560	1	325
									2	275

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[1] Special teachers.
[2] One special teacher.
[3] Special teachers, part time.
[4] Assistant.
[5] Colored.

TABLE 1.—Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
West Lafayette, Ind.	3,[illegible]	[illegible]	1	[illegible]	2	[illegible]	. . .	......	1	[1] 900
					2	[illegible]			5	720
					[illegible]	[illegible]			[illegible]	675
					[illegible]	765			3	630
									4	585
									[illegible]	[1] [illegible]
West Terre Haute, Ind.	3,[illegible]	1,[illegible]	1	[illegible]	2	[illegible]	......	......	3	630
					5	625			2	585
									[illegible]	540
									4	495
									4	450
Winchester, Ind.	4,[illegible]	1,800	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
					2	[illegible]			[illegible]	[illegible]
					[illegible]	[illegible]			[illegible]	[1] 720
					[illegible]	720			3	[illegible]
									1	[illegible]
									2	702
									1	[1] 675
									1	650
									1	625
									1	615
									2	603
									1	601
									1	600
									1	576
									1	513
									1	507
									1	503
									1	490
Albia, Iowa	4,900	1,500	1	[illegible]	2	[illegible]	1	585	1	585
					2	[illegible]	2	540	[illegible]	518
					1	[illegible]	1	473	3	495
					[illegible]	[illegible]			6	473
					1	585			3	450
Algona, Iowa	2,908	1,800	1	1,050	[illegible]	[illegible]	......	......	1	[1] 1,035
					1	810			1	743
					2	675			1	[1] 675
					2	640			1	653
					1	575			4	630
									1	[1] 575
									1	[1] 540
									6	518
									4	495
Ames, Iowa	4,223	1,900	[illegible]	1,[illegible]	1	1,100	3	630	1	[1] 1,[illegible]
							3	585	1	[1] 900
									1	765
									16	[2] 720
									2	698
									1	653
									3	[1] 630
									5	585
									5	518
									8	480
Anamosa, Iowa	2,963	1,600	1	900	1	675	......	......	2	540
					2	585			1	508
					1	540			1	503
									1	502
									1	492
									1	486
									2	456
									6	450
Atlantic, Iowa	4,560	2,100	1	1,000	2	900	3	585	4	585
					2	810			1	563
					1	743			6	540
					2	720			1	518
					2	675			11	495
					2	630				
Carroll, Iowa	3,546	1,700	1	1,125	1	810	......	......	2	585
					1	720			1	563
					3	675			4	552
					2	630			5	540

[1] Special teachers.

[2] Eight special teachers.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Clarinda, Iowa	3,832	*$1,800*	*1*	*$1,100*	6	$675	*1*	*$675*	*2*	[1] *$900*
					2	630	1	675	2	675
					1	585			6	540
									12	495
Cresco, Iowa	2,658	*1,400*	*1*	*950*	*1*	*720*	......	......	1	[1] 540
					2	675			1	517
					1	652			2	495
					2	585			6	472
									1	450
									1	405
									1	[2] 315
Fairfield, Iowa	4,970	......	1	1,200	*1*	*1,100*	......	......	*3*	*855*
					2	*1,000*			1	585
					1	*900*			2	540
					1	900			3	550
					4	765			11	495
					1	720			1	475
					1	675			1	459
					4	630			4	450
									1	401
Hampton, Iowa	2,617	*1,500*	1	900	......	......	......	......	......	......
Harlan, Iowa	2,570	*1,800*	1	1,000	1	765	......	......	*1*	[1] *810*
					4	675			2	585
									3	[3] 540
									9	495
Independence, Iowa	3,517	*1,800*	1	900	*2*	*855*	1	585	1	540
					2	*810*	1	540	3	500
					2	720			13	495
					1	675				
					2	630				
					1	585				
Indianola, Iowa	3,283	*1,900*	1	765	*1*	*765*	*1*	*585*	2	585
			1	[4] 675	1	675	1	585	*1*	*495*
					2	653			8	495
					2	630			1	450
					2	585				
					3	540				
					1	[5] 365				
					1	360				
					1	[5] 315				
					1	[5] 270				
Le Mars, Iowa	4,157	*2,100*	1	1,000	*1*	*1,000*	1	698	*1*	[1] *945*
					1	*810*	4	585	1	[1] 720
					2	765			1	630
					2	720			2	563
					1	675			7	540
					1	630			1	495
Manchester, Iowa	2,758	1,600	1	855	*1*	*765*	......	......	*1*	[1] *910*
					1	720			3	[1] 630
					4	630			1	585
					1	585			1	540
									1	497
									2	496
									1	486
									2	459
									1	450
									1	422
									1	421
									1	360
Marion, Iowa	4,400	*1,530*	1	900	4	675	4	540	*1*	[1] *900*
					1	540			1	[1] 775
					2	[4] 338			2	595
									1	545
									1	502
									1	495
									2	486
									1	477
									1	475
									2	[6] 450
									1	436
									1	429
									1	[2] 405

[1] Special teachers.

[2] Special teachers, part time.

[3] One special teacher.

[4] Assistant.

[5] Part time.

[6] One special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Mystic, Iowa	2,663	$1,050	1	$765	......	......	......	......	1	[1] $765
			1	[2] 585						
Newton, Iowa	4,616	2,000	1	1,100	1	$1,300	2	$630	1	[1] 1,300
					1	1,000	2	585	1	[1] 1,000
					1	810			1	[1] 855
					6	765			1	[1] 720
					1	720			2	595
					2	675			8	540
									12	518
Pella, Iowa	3,021	1,550	1	765	2	720	......	......	1	630
					2	720			3	540
									8	495
Perry, Iowa	4,630	2,000	1	1,200	5	765	1	650	1	[1] 900
							2	650	1	[1] 765
									1	[1] 765
									21	540
Red Oak, Iowa	4,830	2,000	1	1,100	1	675	4	585	1	[1] 720
					8	675			2	[1] 630
									2	585
									4	540
Sheldon, Iowa	2,941	1,800	1	1,000	2	810	......	......	1	[1] 810
					3	720			1	[1] 810
					1	675			1	653
									3	630
									1	585
									1	[1] 540
									5	540
									2	518
									5	495
Shenandoah, Iowa	4,976	2,000	1	1,200	2	1,200	2	698	1	[1] 675
					1	1,050	1	653	1	653
					1	855	1	518	3	630
					1	810			2	[3] 585
					1	765			2	540
					1	698			4	518
					4	675			7	495
					3	630			1	491
									1	481
									1	459
Spencer, Iowa	3,005	1,800	1	1,100	1	810	1	765	1	[1] 1,000
					1	720			1	[1] 900
					3	630			1	[1] 630
									3	[4] 585
									3	563
									2	540
									1	518
									7	330
Valley Junction, Iowa	2,573	1,300	1	720	1	630	......	......	1	630
					1	585			1	580
					1	540			9	495
									4	455
Washington, Iowa	4,380	1,600	1	1,200	1	810	1	675	12	563
					1	765			2	540
					4	765			4	518
					1	720				
					3	675				
					3	630				
					1	585				
Winterset, Iowa	2,818	1,400	2	810	1	765	1	630	1	585
					2	675			10	500
					2	585				
Abilene, Kans	4,118	......	1	1,150	2	810	1	900	1	675
					2	810			2	585
					2	765			2	540
					2	720			3	495
					1	675			3	473
									4	450
Beloit, Kans	3,082	1,800	1	1,000	2	810	2	630	1	585
					2	765			13	495
					3	720				
					1	675				
					1	675				
					1	630				

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[1] Special teachers. [2] Assistant. [3] One special teacher. [4] Two special teachers.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Caney, Kans.	3,597	*$1,600*	*1*	*$1,170*	*3*	*$810*	1	$720	1	$720
			1	*900*	*1*	*765*			1	675
					1	675			3	585
					1	585			1	540
					1	563			1	520
									10	518
									2	425
Cherryvale, Kans.	4,304	*1,600*	*1*	*1,000*	2	720	2	675	6	565
					2	675	*2*	*630*	11	525
					2	630				
Clay Center, Kans.	3,438	*1,300*	......	......	......	......	*1*	*720*	3	[1] 630
							1	720	11	540
									3	495
Columbus, Kans.	3,064	*1,100*	......	......	......	......	*1*	*630*	1	495
							1	630	1	450
Concordia, Kans.	4,415	*1,600*	*1*	*1,125*	1	810	*1*	*585*	*1*	[1] *1,000*
					2	765			3	585
					1	*720*			4	540
					1	675			1	518
									5	495
									2	450
Council Grove, Kans.	2,545	*1,350*	*1*	*945*	2	675	1	585	2	[1] 630
			1	[2] *720*	2	630	1	540	2	540
									2	518
									2	495
									1	473
									1	450
									1	428
Fredonia, Kans.	3,040	*1,500*	*1*	*1,100*	*3*	*720*	*1*	*1,000*	*1*	*585*
					8	*675*	1	675	*2*	*540*
					1	*630*			*5*	*450*
					1	630				
					1	*608*				
Great Bend, Kans.	4,622	*2,000*	*1*	*1,200*	*1*	*960*	*1*	*653*	1	[1] 810
					2	*810*	1	588	1	563
					1	810			4	540
					2	765			4	518
					1	*720*			4	495
					1	720			1	473
					1	675				
					1	585				
					1	540				
Herington, Kans.	3,273	*1,350*	*1*	*900*	*1*	*810*	3	585	1	675
					2	720			2	495
					1	675			1	473
									3	450
									3	428
									1	405
Hiawatha, Kans.	2,974	*1,800*	*2*	*910*	1	743	*1*	*810*	2	630
					1	720			5	540
					1	675			1	495
					2	630			2	450
									4	405
									1	360
Holton, Kans.	2,842	*1,450*	*1*	*1,050*	*1*	*1,000*	1	720	2	563
					1	*765*	1	675	3	518
					1	675			1	495
					3	585			3	473
									3	450
Horton, Kans.	3,600	*1,200*	*1*	*1,050*	2	743	*1*	*810*	*1*	*900*
					1	675	1	630	1	563
					2	630	1	563	6	540
									1	516
									1	495
									3	473
									2	450
Humboldt, Kans.	2,548	*1,700*	*1*	*1,200*	*1*	*900*	*1*	*720*	2	720
					2	810			1	675
					1	*765*			2	585
					1	720			4	540
									2	495
									2	450

[1] Special teachers.

[2] Assistant.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Kingman, Kans.	2,570	$1,300	1	$1,050	1	$810	1	$765	2	$720
					1	798			1	675
					2	765			1	675
									1	630
									11	585
Larned, Kans.	2,911	1,500	1	900	1	720	1	720	12	540
					3	720	1	585	1	[1] 900
McPherson, Kans.	3,546	1,600	1	1,100	1	900	1	720	1	[2] 720
					1	765			1	675
					1	765			1	585
					2	698			5	563
					1	653			5	540
					1	630			3	518
									2	495
Neodesha, Kans.	2,872	2,000	1	1,400	3	1,000	1	720	1	[2] 860
					1	1,008	1	675	1	765
					1	1,150	2	630	1	[2] 720
					2	900			2	630
					2	855			6	585
					2	765			2	563
					2	720			4	540
									1	495
Olathe, Kans.	3,272	....	1	1,200	1	900	2	585	1	[2] 765
					2	865	1	[3] 540	6	540
					1	810			3	518
					3	675			1	500
					2	630			1	[2] 450
Paola, Kans.	3,207	1,800	1	1,500	2	945	1	720	1	[2] 765
					1	855	1	[3] 675	1	[3] 675
					2	810	1	675	8	540
					2	810	1	630	1	405
					1	720				
					1	630				
Central City, Ky.	2,545	1,000	1	675	2	540	......	....	2	450
									5	405
									4	360
Earlington, Ky.	3,931	1,500	1	600	1	540	......	....	1	540
									7	450
Franklin, Ky.	3,063	1,800	......	....	1	630	......	....	1	495
					1	540			3	450
									2	405
									2	360
Fulton, Ky.	2,575	1,350	1	800	......	....	2	600	2	500
									10	400
Georgetown, Ky.	4,533	1,800	......	....	3	700	......	....	10	600
Harrodsburg, Ky.	3,147	1,600	1	1,000	1	750	......	....	1	570
									8	550
Hickman, Ky.	2,736	1,800	......	....	1	675	......	....	12	540
					1	600			1	[1] 500
Ludlow, Ky.	4,163	1,400	1	1,100	2	825	......	....	15	600
									1	575
									2	550
									1	500
									2	425
Madisonville, Ky.	4,966	1,200	......	....	1	765	1	518	3	428
					1	585	1	495	1	405
					2	540			1	383
					1	450			1	361
									1	338
									3	316
Morganfield, Ky.	2,725	1,400	1	1,000	1	650	1	700	1	550
									1	500
									5	450
Mount Sterling, Ky.	3,932	1,650	1	1,000	1	1,000	......	....	1	[1] 750
					2	750			1	600
					1	600			8	550
									1	200
Nicholasville, Ky.	2,935	1,200	......	....	......	....	......	....	1	750
									1	750
									9	500
Princeton, Ky.	3,015	1,400	1	1,000	2	600	1	600	2	525
									4	500
									2	450
Shelbyville, Ky.	3,412	1,500	1	1,200	4	600	1	650	12	500

[1] Special teachers.
[2] Special teachers, part time.
[3] Colored.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Covington, La.	2,601	*$1,500*	......	......	1	$810	......	......	1	[1] $675
					1	*720*			1	540
					1	675			1	495
									5	450
Donaldsonville, La.	4,090	......	*1*	*$1,170*	*2*	*765*	......	......	3	495
					2	630			4	450
Franklin, La.	3,857	*1,800*	*2*	*1,700*	......	......	*1*	*$1,125*	29	900
			1	*1,200*			*2*	*900*	2	720
			1	[2] *720*					3	675
									29	540
									27	450
									13	405
									2	360
Hammond, La.	2,942	*1,500*	......	......	4	675	......	......	*1*	[1] *1,000*
									1	[1] 630
									13	540
Jennings, La.	3,925	*1,800*	*1*	*1,600*	*1*	*720*	......	......	*1*	[1] *675*
			1	[2] *765*	*1*	*630*			*7*	*520*
									7	520
Opelousas, La.	4,623	......	......	......	2	585	*1*	*1,350*	2	[3] 585
							1	[2] *900*	5	540
									5	495
Patterson, La.	2,998	......	*1*	*1,200*	1	630	......	......	1	[1] 585
			1	[2] 720					1	560
									6	450
Plaquemine, La.	4,955	......	*1*	*1,215*	1	585	......	......	1	585
					2	540			1	540
									1	495
									4	450
Ruston, La.	3,377	*1,500*	......	......	......	......	......	......	*1*	*810*
									1	630
									2	585
									11	540
Winnfield, La.	2,925	......	*1*	*1,600*	*1*	*810*	......	......	1	675
					1	*765*			2	[3] 630
					1	675			1	[1] 585
					1	585			10	540
Madison, Me.	3,379	......	*1*	*1,400*	1	650	......	......	*1*	[1] *1,100*
					4	600			*1*	[1] *700*
									2	[1] 650
									3	500
									2	475
									4	450
									7	400
Chestertown, Md.	2,735	*1,400*	1	[2] 700	2	600	......	......	*1*	[1] *850*
									1	[1] 650
									9	[3] 550
									2	500
Havre de Grace, Md.	4,212	*1,450*	*1*	[2] *1,000*	1	750	......	......	*1*	[1] *1,100*
					1	700			9	550
					1	650			4	500
					1	600				
Westernport, Md.	2,702	......	*1*	*1,342*	2	720	......	......	1	529
					1	649			2	500
					1	647			1	471
									1	450
									2	402
									1	400
Westminster, Md.	3,295	......	*1*	*1,200*	1	900	......	......	1	[1] 700
			1	[2] *900*	1	625			2	[3] 550
					1	600			1	500
									1	460
									3	450
									2	425
									1	420
									1	400
									2	350
Alma, Mich.	2,757	*1,700*	*1*	*1,200*	*1*	*1,000*	2	625	*1*	[1] *850*
					1	*900*			1	[1] 750
					1	800			1	[1] 700
					1	750			7	575
					2	700			2	550
					1	650			3	525
									2	500

[1] Special teachers. [2] Assistant. [3] One special teacher.

TABLE 1.—[illegible] and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15—Continued.

City.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Belding, Mich.	4,119	....	*1*	$1,200	[illegible]	$850	....	....	2	$600
					2	725			1	525
					2	625			12	500
									3	475
									2	450
Big Rapids, Mich.	4,519	$2,450	*1*	*1,200*	[illegible]	900	....	....	1	[1] 750
					1	850			2	[1] 650
					1	750			1	550
					2	700			5	500
					1	650			7	475
									3	450
East Jordan, Mich.	2,516	*1,400*	1	850	*2*	750	1	$525	2	[2] 600
					1	700			2	575
					1	600			2	550
									1	525
									[illegible]	450
Grand Ledge, Mich.	2,893	*1,800*	1	850	*1*	850	....	....	16	550
					1	750				
					1	700				
					2	650				
					1	600				
Hamtramck, Mich.	3,559	*2,000*	....	....	....	....	2	800	22	[2] 700
									5	650
Hastings, Mich.	4,383	*2,500*	*1*	*1,500*	*1*	*900*			*1*	[1] 800
					1	900	3	600	1	750
					3	850			1	[1] 700
					2	*800*			4	[2] 600
					1	800			2	550
					1	750			8	525
					1	700			2	500
Lapeer, Mich.	3,946	*1,600*	1	1,000	*1*	*800*	....	....	1	800
					1	900			1	[1] 750
					1	850			1	[1] 700
					3	700			5	575
									2	550
									2	500
									3	450
Marine City, Mich.	3,770	*1,600*	*1*	*1,000*	3	700	....	....	1	625
									2	525
									5	500
									3	475
									1	450
									1	400
Marshall, Mich.	4,236	*1,900*	*1*	*1,400*	*1*	*1,200*	....	....	1	750
					1	*1,000*			3	600
					3	700			6	550
					3	650			8	500
Midland, Mich.	2,527	*1,200*	1	1,000	1	800	....	....	*1*	[1] *950*
					1	700			1	750
					1	650			1	[1] 650
					3	625			2	550
									4	500
									4	450
									2	425
Mount Pleasant, Mich.	3,972	*1,700*	*1*	*1,150*	*1*	*950*	*1*	*700*	1	650
					1	*850*	1	650	3	500
					2	725	1	500	3	475
					2	700			1	450
					1	675				
					1	650				
Munising, Mich.	2,952	*1,700*	*1*	*1,800*	*1*	*900*	....	....	1	[1] 800
					3	750			1	750
									4	[2] 700
									2	650
									6	600
Norway, Mich.	4,974	*2,000*	*1*	*1,200*	1	808	1	800	*1*	[1] *1,100*
					1	*760*	1	665	1	[1] 700
					2	760	4	618	1	618
					3	713			3	504
									6	570
									5	546
									7	499
									1	475

[1] Special teachers.

[2] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Onaway, Mich.	2,702	*$1,400*	*1*	*$800*	*1*	*$800*	......	....	20	$500
Petoskey, Mich.	4,778	*2,500*	1	1,400	*1*	*1,400*	......	....	1	675
					1	*1,125*			3	650
					1	925			2	630
					1	*900*			1	625
					1	900			1	600
					1	850			1	565
					2	800			2	550
					2	700			2	525
					1	*675*			5	495
					1	630			1	450
River Rouge, Mich.	4,163	*1,600*	*1*	*1,100*	*1*	*1,000*	*1*	*$1,000*	1	[1] 850
					3	900			1	[1] 750
					1	750			1	[1] 700
					2	700			3	650
									1	600
									7	550
									2	500
St. Clair, Mich.	2,633	....	1	1,000	2	750	......	....	1	650
					1	650			3	525
									3	500
									2	475
St. Johns, Mich.	3,154	*1,650*	*1*	*1,000*	*1*	*950*	......	....	*1*	*950*
					1	*850*			2	[2] 600
					2	750			1	575
					1	725			7	[2] 550
					1	650			2	525
					1	600			5	[2] 500
South Haven, Mich.	3,577	*1,900*	*1*	*1,200*	*2*	*900*	......	....	*1*	[1] *800*
					1	*800*			1	[1] 750
					1	700			1	[1] 650
					2	675			1	600
					2	625			1	575
									4	550
									3	525
									2	500
									5	475
									3	450
Anoka, Minn.	3,972	*1,800*	1	1,200	*1*	*1,300*	3	585	*1*	[1] *1,200*
					1	*900*			1	[1] 855
					1	810			1	[1] 595
					1	788			1	563
					2	720			2	518
					1	675			8	495
					1	653				
					2	630				
Detroit, Minn.	2,807	....	1	900	*1*	*1,250*	......	....	*1*	[1] *1,000*
					1	810			1	[1] 630
					1	*765*			6	540
					2	675			1	518
					2	630			3	495
									4	473
									2	450
East Grand Forks, Minn.	2,533	*2,000*	*1*	*1,125*	*1*	*1,500*	1	720	*1*	[1] *945*
					1	*855*	1	675	2	630
					1	855			3	610
					3	765			6	540
					2	720				
Ely, Minn.	3,572	*2,800*	*1*	*1,600*	*1*	*1,190*	*1*	*1,045*	*1*	[1] *1,600*
			1	[3] 1,093	*1*	*855*	1	971	*1*	[1] *1,000*
					3	855	*1*	*855*	1	[1] 998
							1	808	1	[1] 900
							1	713	1	[1] 855
									1	808
									7	713
									2	689
									7	[2] 665
									1	656
									11	628
									3	570

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[1] Special teacher.

[2] One special teacher.

[3] Assistant.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Fairmont, Minn.	2,958	$1,800	1	$1,100	1	$900	.....	.....	1	[1] $750
					1	720			1	[1] 720
					2	687			1	[1] 630
					1	665			1	585
									1	563
									8	540
									2	518
									2	495
									2	490
Hastings, Minn.	3,983	1,700	1	1,000	1	1,400	.....	.....	1	[1] 1,200
					1	855			2	[2] 675
					1	800			3	585
					2	765			3	560
					3	720			2	530
									5	495
									1	450
Luverne, Minn.	2,540	2,000	1	900	3	855	.....	.....	1	720
					2	810			1	675
					2	720			1	630
									2	517
									10	495
Melrose, Minn.	2,591	1,800	1	810	1	1,260	.....	.....	1	[1] 675
					1	720			1	495
									2	473
									2	450
Moorhead, Minn.	4,840	2,100	1	1,150	1	1,000	.....	.....	1	720
					3	900			2	675
					2	810			2	630
					2	765			10	585
					1	585			5	563
Northfield, Minn.	3,265	2,000	1	1,050	1	1,800	1	$788	1	[1] 1,350
					1	850	1	765	1	[1] 900
					2	810	1	653	1	[1] 810
					2	788			1	[1] 675
					1	743			2	630
					1	720			1	585
					1	675			2	563
					1	630			5	540
									3	518
St. Peter, Minn.	4,170	1,900	1	900	1	1,250	.....	.....	1	[1] 698
					2	810			2	608
					1	765			1	563
					1	750			2	540
					1	698			3	518
									3	473
									2	450
South St. Paul, Minn.	4,510	2,050	1	990	1	1,500	1	900	1	[1] 900
					1	1,125	1	855	2	[1] 810
					1	900	1	743	1	720
					1	810	1	608	1	698
					1	788			2	675
					1	765			2	630
					4	720			6	585
									9	540
									9	495
									1	450
Staples, Minn.	2,558	1,900	1	810	1	765	1	900	1	[1] 765
					1	765	1	630	1	[1] 765
					1	675			1	630
									3	585
									1	563
									5	540
									1	518
									7	495
Two Harbors, Minn.	4,990	3,100	1	1,300	1	1,215	1	1,200	1	[1] 1,450
					1	1,000	1	1,100	1	[1] 1,400
					1	810	1	900	1	[1] 1,100
					2	810			1	[1] 1,000
									1	810
									1	[1] 720
									7	675
									2	630
									1	610
									12	585
									3	562

[1] Special teachers.

[2] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Wabasha, Minn.	2,622	*$1,700*	1	$900	1	$675	......	......	*1*	[1] *$950*
					1	585			1	[1] 720
									1	[1] 675
									1	585
									2	540
									1	518
									3	495
									1	473
Waseca, Minn.	3,054	*1,700*	1	900	*1*	*1,500*	......	......	*1*	[1] *810*
					1	810			3	[2] 630
					2	720			5	540
									4	517
									3	495
Willmar, Minn.	4,135	*2,000*	1	1,100	*1*	*1,475*	......	......	*1*	[1] *1,000*
					1	855			1	[1] 765
					2	765			10	608
					1	720			3	585
					2	675			1	540
Aberdeen, Miss.	3,708	*1,800*	......	......	......	......	*1*	[3] *$450*	1	765
									1	630
									3	585
									5	495
									4	[3] 225
Clarksdale, Miss.	4,079	*2,200*	......	......	3	765	*1*	*1,030*	5	765
									7	720
Collins, Miss.	2,581	*1,125*	......	......	2	540	......	......	1	540
									1	450
Moss Point, Miss.	3,054	*1,700*	*1*	*900*	1	630	1	540	2	540
							1	[3] *495*	2	495
									3	405
									3	[3] 225
Okolona, Miss.	2,584	*1,650*	......	......	1	630	......	......	1	540
					1	*585*			6	495
					1	585				
Water Valley, Miss.	4,275	......	......	......	7	585	......	......	1	540
									9	495
West Point, Miss.	4,864	*1,800*	......	......	1	765	1	720	12	450
					1	*700*	1	500		
					3	600				
Aurora, Mo.	4,148	......	1	1,000	*1*	*720*	*1*	*720*	7	450
					1	630	*1*	*630*	8	405
					1	*600*				
					2	600				
Boonville, Mo.	4,252	*1,650*	*1*	*900*	1	810	*2*	*720*	*1*	*585*
					1	765			1	585
					1	675			*2*	*540*
					2	630			2	540
									1	495
									5	450
									1	[3] 360
									2	[3] 315
									1	[4] 225
Butler, Mo.	2,894	*1,320*	*1*	*1,000*	1	750	*2*	*630*	*1*	[3] *450*
					1	685	1	450	4	450
					5	630			4	405
Cameron, Mo.	2,980	*1,400*	*1*	*810*	1	750	1	630	9	495
					3	720			2	450
					1	630				
Carterville, Mo.	4,539	*1,200*	*1*	*900*	1	765	*1*	*720*	1	[1] 720
					1	*720*	1	585	3	495
					1	675			3	428
									3	383
									7	360
Caruthersville, Mo.	3,655	*1,200*	*1*	*810*	*1*	*750*	*1*	*630*	*1*	*540*
					3	585			1	540
									8	450
									1	[3] *405*
									1	[3] 270
Charleston, Mo.	3,144	*1,500*	*1*	*900*	1	810	1	653	1	653
					1	765	*1*	*495*	1	585
					1	720			1	495
					1	675			1	473
									5	450
									2	405
									2	315

[1] Special teachers. [2] Two special teachers. [3] Colored. [4] Special teacher, part time.

[illegible] schools of cities having 2,500 and [illegible]—Continued.

Cities.	[illegible]	[illegible]	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5	$570
					[illegible]	[illegible]	1	[illegible]	3	450
					[illegible]	[illegible]	[illegible]	[illegible]	3	438
					[illegible]	[illegible]			1	405
					[illegible]	[illegible]			2	360
					[illegible]	[illegible]			2	315
									2	288
De Soto, Mo.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1	495	3	405
					[illegible]	[illegible]	3	450	1	[illegible]
					1	[illegible]	[illegible]	[illegible]	11	²360
					1	[illegible]				
					[illegible]	[illegible]				
Excelsior Springs, Mo.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2	585
					[illegible]	[illegible]			8	540
									1	¹*495*
									4	495
Farmington, Mo.	[illegible]	[illegible]	*1*	[illegible]	1	630	....	....	2	565
					2	565			*1*	¹*540*
									3	540
									5	²495
Fayette, Mo.	[illegible]	[illegible]	[illegible]	[illegible]	1	765	*1*	¹*540*	1	495
					3	540			6	450
									2	¹270
Festus, Mo.	[illegible]	[illegible]	1	585	2	540	....	....	3	495
									4	450
Fredericktown, Mo.	[illegible]	[illegible]	*1*	765	*1*	630	*1*	*540*	*1*	²*765*
					1	630	*1*	¹*450*	1	²585
					1	565			*1*	*540*
									2	450
									4	405
									1	¹360
Higginsville, Mo.	[illegible]	....	*1*	[illegible]	1	810	*3*	630	14	450
					3	630				
Kennett, Mo.	3,033	*1,500*	*1*	*1,000*	1	630	*1*	*720*	1	630
					2	540			2	⁴540
					2	450			1	495
									9	450
Kirkwood, Mo.	4,171	*2,400*	*1*	*1,900*	1	900	*1*	¹*750*	*1*	³*1,050*
					3	*850*			1	³1,000
					6	550			*1*	³*850*
									4	⁴750
									11	700
									5	650
									1	³600
									1	¹550
									2	¹500
									1	¹400
Liberty, Mo.	2,960	*1,800*	*1*	*1,100*	1	750	1	1,100	1	630
					2	675	*1*	¹*585*	2	595
					1	670			1	594
					1	*630*			8	540
					2	630			1	500
									2	¹405
									1	⁵360
Louisiana, Mo.	4,454	*1,350*	*1*	*1,000*	*1*	*630*	1	720	2	630
					2	630	*1*	*565*	6	495
									6	450
									2	¹338
									1	¹270
Macon, Mo.	3,584	*1,700*	1	855	1	810	*1*	*630*	1	³630
					1	*765*			11	450
					1	720			2	¹360
					1	*630*				
					1	630				
Marceline, Mo.	3,920	*1,100*	1	698	2	540	1	495	14	405
									1	¹*360*
Marshall, Mo.	4,869	*2,100*	*1*	*1,200*	*1*	*900*	*2*	*765*	*1*	³*540*
					1	*810*	*1*	¹*630*	9	495
					1	*675*			6	450
					8	675			4	¹315
					2	630				

¹ Colored. ² One colored. ³ Special teachers. ⁴ One special teacher. ⁵ Part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Maryville, Mo	4,762	$1,500	1	$1,200	3	$765	3	$585	1	[1] $810
					1	720			1	630
					1	675			2	585
					1	630			2	540
					1	585			3	495
					1	540			1	450
									7	450
Monette, Mo	4,177	1,500	1	1,000	1	750	1	700	4	400
					5	540	1	450	2	380
									9	360
Rich Hill, Mo	2,755	1,200	1	720	3	540	1	630	4	405
							1	540	6	360
Richmond, Mo	3,664	1,500	1	1,100	2	720	2	585	1	[1] 720
					2	720			1	[1] 540
					1	675			22	450
Sikeston, Mo	3,327	1,500	1	1,125	1	810	1	810	1	540
					2	720			2	540
					1	585			8	495
									4	450
Slater, Mo	3,238	1,200	1	720	4	540	1	540	10	405
Warrensburg, Mo	4,689	1,600	1	1,000	1	675	4	675	1	[1] 473
					5	563	1	[2] 563	15	428
									2	[2] 383
Washington, Mo	3,670	1,170	1	720	1	630	1	675	1	540
					2	540	1	495	4	495
West Plains, Mo	2,914	1,500	1	720	1	900	1	540	7	383
					1	720	3	405	4	360
					1	675			1	[2] 288
					2	675				
					1	585				
Deer Lodge, Mont	2,570	1,700	......	......	......	......	......	......	1	[1] 1,000
									4	810
									11	760
Havre, Mont	3,624	2,250	1	1,400	1	1,300	3	1,100	1	[1] 1,000
					1	1,200			2	[1] 1,000
					2	1,100			15	959
Red Lodge, Mont	4,860	2,222	......	......	......	......	2	878	1	[1] 1,232
							3	829	13	829
									13	[3] 780
Alliance, Nebr	3,105	......	1	1,200	1	1,200	1	810	1	[1] 765
					2	855	1	810	2	675
					1	810	1	720	1	653
					2	810	1	585	2	630
									7	585
									2	540
									1	495
Blair, Nebr	2,584	1,800	1	1,300	1	1,200	1	608	1	[1] 810
					1	1,000	1	583	1	585
					1	810	1	518	1	583
					1	720			2	540
					2	653			2	518
					1	630			3	495
					1	540			1	473
									1	[4] 315
Falls City, Nebr	3,255	1,400	1	1,000	1	765	1	608	1	[1] 675
					4	675	1	540	4	540
					1	653			10	495
					1	630			2	473
									2	450
Holdrege, Nebr	3,030	1,500	1	900	1	1,000	1	630	2	600
					2	800	1	600	5	540
					1	720			3	500
					1	675			1	[1] 960
					2	630				
McCook, Nebr	3,765	1,500	1	850	2	765	1	675	1	608
					3	720	1	653	3	585
					2	675	1	608	5	563
					1	550			4	540
									1	518
									1	495

[1] Special teachers. [2] Colored. [3] Three special teachers. [4] Special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants*—*1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
North Platte, Nebr.	4,798	*$1,800*	*1*	*$1,900*	*1*	*$1,000*	3	$795	6	$675
					1	850			4	630
					1	*750*			1	608
					6	730			*1*	[1] 585
									2	585
									4	563
									2	540
									3	515
									1	495
Plattsmouth, Nebr.	4,287	*1,800*	*1*	*1,080*	1	675	*1*	*495*	*1*	*550*
					1	653	2	485	12	[2] 540
					2	630			3	473
					1	585			20	450
University Place, Nebr.	3,200	*1,650*	*1*	*1,125*	1	730	*1*	*675*	2	600
					1	*675*			1	585
					4	675			9	495
					2	630			1	450
					1	435				
Goldfield, Nev.	4,838	*2,400*	*1*	*1,800*	5	1,300	2	1,300	10	1,100
Sparks, Nev.	2,500	*2,000*			*1*	*1,200*			6	950
					2	1,150			3	900
Bordentown, N. J.	4,250	*1,600*			1	925			4	650
					1	*775*			1	550
					1	775			2	525
					1	725			*1*	*600*
									5	500
Boundbrook, N. J.	3,970	*1,800*	*1*	*1,350*	*1*	*800*			*1*	[3] *800*
					1	800			1	800
					1	750			2	[4] 750
					2	700			*1*	*700*
									7	700
									9	650
									1	[3] *600*
									3	600
									4	550
Carlstadt, N. J.	3,807						*1*	*1,800*	*1*	[1] *1,100*
									1	*1,000*
									1	900
									1	850
									1	725
									2	650
									1	625
									1	[1] *600*
									5	600
									1	575
									3	550
									2	525
									2	500
Cliffside Park, N. J.	3,394	*1,700*			*2*	*1,100*			*1*	[1] *1,200*
					1	*1,000*			4	925
					1	*900*			1	800
					1	900			2	750
									2	725
									2	700
									1	680
									3	650
									2	625
									4	600
									3	550
East Rutherford, N. J.	4,275	*2,000*	1	1,000	*1*	*1,100*	*1*	*950*	1	900
					1	850	1	900	1	875
					1	600			1	850
									2	800
									1	[1] *750*
									2	750
									2	700
									2	650
									3	600
									5	550
									4	500
Flemington, N. J.	2,693	*2,000*			4	900	*1*	*900*	7	625
					1	850			4	600
					1	*800*				
					1	800				

[1] Special teachers.
[2] Two special teachers.
[3] Special teacher, part time.
[4] One special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Fort Lee, N. J.	4,472	*$1,400*	......	....	......	....	*1*	*$1,300*	1	$900
							1	*1,250*	1	750
							1	*1,050*	1	700
							1	800	3	675
									2	650
									1	625
									4	600
									8	575
									8	550
Freehold, N. J.	3,233	*1,800*	......	....	*1*	*$1,500*	......	....	1	1,000
					1	1,500			2	800
					3	*1,200*			3	750
					2	1,200			3	700
					1	1,000			2	650
					2	900			3	600
					1	800			1	550
					1	600			2	500
Glen Ridge, N. J.	3,260	*3,500*	*1*	*$2,000*	*3*	*1,600*	......	....	*2*	[1] *1,600*
					7	1,400			6	[2] 1,200
									6	1,000
Hackettstown, N. J.	2,715	*1,500*	......	....	*1*	*1,100*	......	....	*1*	*750*
					2	*1,000*			*1*	*700*
					2	750			11	500
Haddonfield, N. J.	4,142	*2,000*	......	....	*2*	*1,000*	1	800	1	[1] 900
					1	900	2	[3] 750	1	[1] 850
					1	*850*			1	[1] 750
					6	800			5	[4] 700
					2	750			5	650
									11	[3] 600
Little Ferry, N. J.	2,541	....	......	....	......	....	*1*	*1,600*	1	900
									3	675
									1	650
									1	600
									9	550
Lodi, N. J.	4,138	*2,000*	......	....	......	....	*1*	*1,000*	1	750
							1	775	1	725
							1	*700*	5	700
									7	650
									1	625
									2	600
									1	575
									6	550
									2	525
									4	500
Newton, N. J.	4,467	....	......	....	*1*	*950*	*1*	*1,000*	*1*	[1] *1,000*
					2	*900*	1	850	2	[1] 800
					2	850			1	750
					1	*800*			9	625
					1	800			*1*	*600*
					1	750			2	600
					1	700			3	575
									1	550
									1	525
Pleasantville, N. J.	4,390	*1,800*	......	....	1	833	......	....	1	1,000
					1	825			2	785
					1	800			2	738
					1	750			1	737
									1	725
									5	[4] 700
									2	690
									1	688
									4	675
									2	[4] 665
									1	663
									1	650
									4	625
									2	600
Prospect Park, N. J.	2,719	....	......	....	......	....	*1*	*1,500*	1	825
									2	600
									1	575
									4	550
									2	525
									5	500
									1	400

[1] Special teachers. [2] Three special teachers. [3] One colored. [4] One special teacher.

[illegible] *having 2,500 and* [illegible] *obtained.*

[illegible]	[illegible]	[illegible]	[illegible]		[illegible]		Elementary schools.			
					Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
[illegible]	[illegible]	[illegible]		[illegible]		[illegible]			1	$950
					[illegible]	[illegible]			1	[1] 900
					[illegible]	[illegible]			5	800
					[illegible]	[illegible]			5	750
						[illegible]			1	[1] 700
					[illegible]	[illegible]			3	700
									3	650
									2	600
									2	550
									1	450
[illegible]	[illegible]	[illegible]					1	$1,250	1	900
							1	1,100	2	810
									3	740
									4	700
									2	650
									2	560
									1	545
									1	505
									3	500
[illegible]	[illegible]	[illegible]							2	725
									2	675
									2	650
									1	625
									1	600
									5	550
									3	525
									3	500
[illegible]	[illegible]				1	450	1	1,375	1	650
					1	350			2	625
									1	600
									1	575
									2	550
									2	500
[illegible]	[illegible]	[illegible]			3	900			4	625
					1	[illegible]			4	600
					[illegible]	[illegible]			4	575
					3	[illegible]			7	550
					3	[illegible]			3	500
					3	[illegible]			1	475
					1	[illegible]			1	450
									1	425
Las Vegas, N. Mex.	[illegible]	[illegible]	1	[illegible]	2	[illegible]			1	[1] 700
					[illegible]	[illegible]			9	630
					2	[illegible]			9	540
Raton, N. Mex.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1	765	1	[1] 1,850
					[illegible]	[illegible]			1	[1] 1,100
					2	900			1	[1] 810
									1	765
									3	720
									8	675
									3	565
									6	540
Silver City, N. Mex.	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]			1	900
					[illegible]	[illegible]			2	850
					1	[illegible]			2	780
									3	[2] 750
									1	700
									1	650
Babylon, N. Y.	[illegible]	[illegible]	1	[illegible]	2	[illegible]			3	650
					2	[illegible]			7	600
									2	550
Baldwinsville, N. Y.	[illegible]		[illegible]	[illegible]	6	650	1	900	1	850
									1	725
									1	[1] 650
									2	625
									2	550
									8	500
									1	400
Ballston Spa, N. Y.	4,138	[illegible]	1	800	2	[illegible]	2	575	1	[1] 700
					2	[illegible]			1	[1] 650
					1	[illegible]			3	500
									8	475
									1	450
									3	425
									1	400

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[1] Special teachers.

[2] Two special teachers.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Canastota, N. Y.	3,247	$1,700	.....	.....	1	$900	1	$625	1	[1] $650
					2	775			4	[2] 600
					1	725			1	575
									2	550
									1	520
									2	500
									4	475
									5	450
									2	[3] 350
Canton, N. Y.	2,701	.....	1	$1,500	1	850	1	900	1	550
					1	700			1	[1] 525
					3	625			4	500
					3	500			5	425
Carthage, N. Y.	3,563	2,000	1	650	1	700	1	575	1	[1] 700
					1	600			1	[1] 650
					3	550			1	[1] 550
									3	500
									6	475
Clyde, N. Y.	2,695	.....	1	1,800	1	850	.....	.....	1	[1] 750
					2	700			1	650
					2	650			1	600
									6	500
Cold Springs, N. Y.	2,549	.....	.....	.....	1	625	1	1,425	5	600
									3	550
Cornwall, N. Y.	2,658	.....	.....	.....	1	700	1	1,500	3	600
					1	650	1	[4] 800	2	575
					1	550			1	563
									2	[5] 550
									1	500
									1	[3] 360
									1	[3] 200
Dansville, N. Y.	3,938	2,000	1	1,100	1	900	.....	.....	1	[1] 700
					1	800			1	675
					2	650			2	550
					2	625			3	525
					1	600			1	500
Depew, N. Y.	3,921	1,700	1	800	3	700	2	700	7	600
					1	550			3	550
									3	450
Dobbs Ferry, N. Y.	3,455	2,100	1	1,150	1	1,150	.....	.....	1	[1] 1,100
					1	1,100			1	[1] 950
					1	1,000			2	875
									1	[1] 850
									4	775
									2	750
									2	700
									2	600
Ellenville, N. Y.	3,114	1,600	1	1,100	5	700	.....	.....	2	[1] 700
					1	625			1	550
					2	550			2	475
									8	450
Fairport, N. Y.	3,112	1,800	1	1,000	2	800	.....	.....	1	[1] 800
					1	775			1	600
					1	675			8	550
					1	650			4	525
									1	475
Fort Plain, N. Y.	2,762	1,500	1	900	1	800	.....	.....	1	700
					1	750			1	600
					2	700			2	538
									2	512
									5	500
Freeport, N. Y.	4,836	2,800	1	1,700	1	1,150	1	1,100	1	1,000
					1	950	1	1,000	1	[1] 930
					1	900	1	930	1	810
					1	900			2	800
					1	850			1	790
					1	825			1	775
					1	800			11	750
					1	775			1	735
					1	750			1	725
									1	[1] 720
									4	700
									1	660
									6	650
									2	600
									1	550

[1] Special teachers.
[2] Two special teachers.
[3] Special teachers, part time.
[4] Assistant.
[5] One special teacher.

TABLE 2.—[illegible] of teachers and salaries in public schools of [illegible] and [illegible]—Continued.

City.	Population.	Superintendent's salary.	High schools. Principals. Number.	High schools. Principals. Salary.	High schools. Teachers. Number.	High schools. Teachers. Salary.	Elementary schools. Principals. Number.	Elementary schools. Principals. Salary.	Elementary schools. Teachers. Number.	Elementary schools. Teachers. Salary.
Goshen, N. Y.	[illegible]	[illegible]	1	[illegible]	2	[illegible]	1	[illegible]	1	¹ $[illegible]
					4	[illegible]	1	—	1	[illegible]
									[illegible]	[illegible]
									4	[illegible]
Gouverneur, N. Y.	[illegible]	[illegible]	1	[illegible]	2	[illegible]	2	[illegible]	1	[illegible]
					4	[illegible]			1	[illegible]
					2	700			3	600
					1	650			5	500
									[illegible]	475
									1	450
									1	425
Hempstead, N. Y.	4,964	[illegible]	1	[illegible]	1	1,[illegible]	1	1,[illegible]	[illegible]	¹ [illegible]
					2	[illegible]	1	[illegible]	1	¹ [illegible]
					3	[illegible]			1	¹ [illegible]
					1	[illegible]			3	875
					1	900			1	¹ 850
									1	825
									[illegible]	[illegible]
									11	² 700
									8	675
									4	² 650
									3	600
									1	550
Lancaster, N. Y.	4,3[illegible]4	1,5[illegible]	....	....	1	900	....	....	1	¹ [illegible]
					2	[illegible]			2	² 650
					1	650			1	¹ 600
									3	550
									5	² 500
									2	480
									1	440
									1	400
Leroy, N. Y.	3,7[illegible]1	1,900	....	....	2	1,000	....	....	2	¹ 600
					2	775			1	550
					2	700			5	500
					2	650			5	475
Lowville, N. Y.	2,940	2,100	....	....	1	1,000	....	....	1	700
					1	800			1	¹ 650
					1	800			2	500
					2	650			4	475
					3	600				
Lyons, N. Y.	4,460	2,000	....	....	1	1,000	....	....	1	¹ 700
					1	900			2	600
					2	700			1	570
					1	675			3	550
					1	600			1	525
									10	500
Massena, N. Y.	2,951	2,000	....	....	1	800	....	....	1	700
					4	700			1	¹ 650
									1	¹ 600
									2	550
									10	500
									5	450
Mount Kisco, N. Y.	2,802	2,000	....	....	1	900	....	....	1	¹ 840
					2	750			2	750
					1	700			1	675
									5	650
									1	640
Owego, N. Y.	4,633	1,300	1	1,300	2	750	....	....	1	¹ 1,000
					3	650			1	¹ 750
					1	600			1	¹ 700
									1	650
									2	² 550
									6	500
									9	475
Patchogue, N. Y.	3,824	....	....	....	1	850	1	1,400	1	650
					4	750	1	1,100	13	625
					4	700	1	750	9	600
					2	650	1	650	5	575
					1	600			2	550

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[1] Special teachers.

[2] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary
Penn Yan, N. Y.	4,597	*$1,400*	*1*	*$1,800*	*1*	*$900*	....	....	*1*	*$600*
					1	850			3	[1] 600
					3	*800*			2	550
					1	800			8	500
					2	750			1	400
					1	700				
					2	600				
Perry, N. Y.	4,388	*2,000*	....	....	*1*	*1,500*	....	....	1	[2] 900
					1	1,000			1	[2] 800
					1	*750*			1	[2] 700
					2	650			1	525
					2	600			13	500
Potsdam, N. Y.	4,036	....	*1*	*1,100*	1	600	....	....	3	600
									1	550
									2	500
Rockville Center, N. Y.	3,667	*2,500*	1	1,250	*1*	*1,000*	....	....	*1*	[2] *1,300*
					1	1,000			1	900
					3	900			2	750
					1	800			1	725
					2	750			1	700
									1	675
									1	650
									6	625
									5	600
									3	550
Rye, N. Y.	3,964	*2,500*	*1*	*1,600*	2	950	....	....	1	[2] 950
					2	750			7	[3] 900
									1	825
									1	775
									3	750
									1	725
									1	675
									2	650
									1	625
Sag Harbor, N. Y.	3,408	....	*1*	*1,600*	1	1,000	....	....	1	750
					1	*800*			3	[1] 600
					1	800			7	550
					2	700			4	525
Saranac Lake, N. Y.	4,983	*2,300*	*1*	*1,500*	*1*	*1,150*	1	$725	1	675
					1	1.050	1	700	4	625
					1	*1,000*			5	600
					1	1,000			2	575
					1	950			6	550
					2	900				
					1	850				
					1	750				
					1	725				
					1	700				
Scotia, N. Y.	2,957	*1,600*	....	....	1	775	*1*	*900*	1	725
					2	700	1	875	1	700
					2	650	1	725	3	650
					2	600			1	625
									1	*600*
									3	600
									2	575
									4	550
									3	525
Sidney, N. Y.	2,507	*1,575*	*1*	*750*	6	650	....	....	1	645
									1	[2] 625
									1	600
									1	580
									6	555
									1	545
Silver Creek, N. Y.	2,512	*1,600*	....	....	*1*	*850*	1	700	1	650
					1	*800*			1	600
					1	700			1	550
					1	650			4	500
					1	600			2	450
									2	425
									1	400
Southampton, N. Y.	2,509	*1,700*	1	950	*1*	*1,000*	....	....	1	750
					1	750			1	700
					2	700			2	650
					1	600			1	625
									12	600

[1] One special teacher.

[2] Special teachers.

[3] Two special teachers.

[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
									3	[1] 600
									1	575
									2	500
									5	450
									1	425
									1	400
[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]			1	[2] 1,700
									1	[2] 550
									1	[2] 400
									1	[2] 750
									1	[2] 600
									3	575
									2	550
									5	500
									9	473
									1	450
Wellsville, N. Y.	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	1	700	1	[2] 1,900
					6	[illegible]	3	600	1	[2] 900
					1	650			2	[2] 750
									1	[2] 700
									3	670
									10	550
Westfield, N. Y.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,050			2	600
					2	800			2	[3] 500
					2	800			4	475
					1	650			2	450
					1	400			1	420
									1	400
									1	390
									2	360
Whitehall, N. Y.	4,917	[illegible]	1	[illegible]	2	650			1	[3] 650
					2	600			1	600
									6	[3] 550
									12	500
Edenton, N. C.	[illegible]	[illegible]			2	450			7	450
Greenville, N. C.	4,101	[illegible]	1	800	1	608			3	540
					1	563			7	495
Hendersonville, N. C.	2,818	1,300			2	400	1	600	8	400

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[1] Two special teachers.

[2] Special teachers.

[3] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Monroe, N. C.	4,082	*$1,500*	*1*	*$1,000*	1	$595	*1*	[1] *$450*	1	$495
					3	540			1	450
									10	405
									3	360
									3	[1] 270
Oxford, N. C.	3,018	*1,200*	......	......	......	......	1	700	3	450
							1	[1] *360*	5	405
									2	280
									1	[2] 225
									4	[1] 203
Dickinson, N. Dak.	3,678	*2,500*	1	1,125	1	1,045	......	......	1	[3] 810
					1	*945*			2	720
					2	945			9	675
					1	900			3	630
Jamestown, N. Dak.	4,358	*2,100*	*1*	*1,194*	*1*	*900*	1	810	1	720
			1	*1,035*	1	900			2	698
			1	945	*1*	*810*			1	675
					1	810			2	653
					1	765			5	630
					1	720			3	585
					2	630			1	563
					1	315				
Valley City, N. Dak.	4,606	....	*1*	*1,150*	*1*	*1,156*	1	950	*1*	[3] *1,409*
					2	*1,100*	1	855	1	[3] 855
					1	*950*			1	[3] 841
					1	902			1	712
					1	880			3	665
					1	760			1	641
									3	618
									4	594
									4	570
Williston, N. Dak.	3,124	*2,000*	*1*	*1,200*	*1*	*1,100*	1	810	1	765
			1	810	5	900			11	720
					2	855				
					1	720				
					1	675				
Berea, Ohio	2,609	*1,800*	*1*	*1,200*	*2*	*900*	......	......	1	675
					1	*675*			3	585
					3	630			2	540
									2	495
Bridgeport, Ohio	3,974	*1,800*	*1*	*900*	*1*	*810*	*3*	*675*	*1*	*504*
					1	743			1	504
					1	*720*			11	477
									1	441
									4	405
Bryan, Ohio	3,641	*2,400*	*1*	*950*	*1*	*720*	......	......	1	[3] 675
					4	675			1	540
									1	495
									8	450
									1	[3] *405*
									5	405
									1	[3] *360*
									1	360
Celina, Ohio	3,493	*1,800*	......	......	*1*	*1,000*	......	......	2	675
					1	900			*1*	*630*
					1	*720*			*1*	*585*
					1	720			1	540
					1	630			10	495
					2	585				
Cleveland Heights, Ohio.	2,955	....	......	......	*1*	*1,600*	......	......	1	[3] 1,400
					1	*1,500*			1	[3] 1,250
					1	1,500			1	[3] 1,000
					1	*1,400*			3	[4] 900
					1	*1,300*			4	850
					2	1,200			3	800
					2	1,100			1	750
									3	700
									1	675
									3	650
									1	600
									1	[5] 500

[1] Colored. [2] Part time. [3] Special teachers. [4] One special teacher. [5] Special teachers, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Clyde, Ohio	2,815	$1,500	1	$990	1	$675	......	......	1	$540
					1	630			1	520
					1	450			1	475
									1	460
									6	450
Crestline, Ohio	3,807	......	1	1,200	1	865	......	......	1	[1] 690
					1	720			1	545
					2	630			1	[1] 540
									1	[1] 540
									1	450
									1	441
									1	432
									1	423
									1	414
									1	398
									1	396
Crooksville, Ohio	3,028	1,300	1	810	2	630	1	$575	1	[1] 550
					1	540	1	450	15	405
Cuyahoga Falls, Ohio	4,020	1,800	1	1,120	1	900	1	740	......	......
					1	900	1	665		
					1	850				
					1	800				
					1	700				
Dennison, Ohio	4,008	1,800	1	1,000	1	780	......	......	1	[1] 675
					3	720			2	518
									2	473
									6	450
									8	428
									1	360
East Palestine, Ohio	3,537	1,750	1	1,200	2	765	1	709	1	540
					2	630	1	663	3	495
									4	473
									7	450
									6	428
									1	[1] 405
East Youngstown, Ohio	4,972	1,500	......	......	......	......	1	900	1	810
							1	750	1	650
							1	640	1	630
									1	540
									5	500
									7	400
Elmwood Place, Ohio	3,423	1,600	......	......	......	......	......	......	2	750
									3	700
									1	650
									3	600
									2	550
Franklin, Ohio	2,659	1,575	1	900	1	810	......	......	3	540
					1	720			1	[2] 500
					1	600			3	500
									2	475
									7	[3] 450
Geneva, Ohio	2,496	1,500	1	1,050	1	900	1	850	1	800
					2	850			1	[1] 713
					1	760			1	[1] 713
					1	665			6	618
									2	513
Girard, Ohio	3,736	2,000	1	1,400	1	855	1	810	1	765
					1	810	1	765	1	675
					1	720			1	650
					1	630			3	585
									2	540
									2	495
									7	450
									1	405
									1	[1] 360
Greenfield, Ohio	4,228	1,800	1	1,350	1	765	......	......	1	540
					1	743			1	540
					2	675			1	495
									4	473
									2	450
									3	428
									2	405
									2	383

[1] Special teachers.

[2] Special teacher, part time.

[3] One special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Hillsboro, Ohio	4,296	*$1,500*	*1*	*$990*	*1*	*$855*	*1*	*$720*	2	[1] $630
					2	*765*	*1*	*653*	1	[2] 563
					1	*650*			2	540
					1	[3] *180*			1	495
									6	450
									1	428
									1	405
									1	360
Kent, Ohio	4,488	*1,800*	1	1,150	*1*	*900*	1	850	4	600
					1	800	1	800	2	550
					1	725			1	525
					1	700			2	500
									2	475
									1	[4] 300
Leetonia, Ohio	2,665	*1,400*	*1*	*810*	1	675	......	....	1	[2] 540
					1	*585*			1	518
					1	585			3	495
									3	486
									2	468
									6	450
Lisbon, Ohio	3,084	*1,350*	1	900	*1*	*855*	2	585	3	[1] 540
					2	720			12	450
					1	675				
					1	630				
Lockland, Ohio	3,439	*2,050*	......	....	2	1,000	*1*	[5] *800*	5	800
					1	*950*			1	750
					1	800			1	700
									1	650
									3	[5] 575
									2	550
									1	500
									1	[4] *350*
									1	[4] 340
									1	[4] 335
									1	[4] *250*
									1	[4] 245
Logan, Ohio	4,850	*1,800*	*1*	*1,200*	*1*	*900*	3	540	2	585
					1	*810*			3	495
					1	675			13	450
					4	630				
Marysville, Ohio	3,576	*1,700*	*1*	*1,100*	*1*	*720*	1	675	*1*	*630*
					2	675			1	[2] 608
					2	630			1	[2] 585
									3	495
									10	450
Medina, Ohio	2,734	*2,250*	1	1,020	*2*	*850*	2	700	1	650
					3	850			7	600
					2	750			8	575
					1	700			1	550
Miamisburg, Ohio	4,271	*2,350*	*1*	*1,100*	*1*	*925*	......	....	1	[2] 705
					1	*855*			*1*	*660*
					1	720			1	585
					2	630			3	570
									1	[2] *550*
									2	530
									4	500
									4	475
Mingo Junction, Ohio	4,049	*1,800*	*1*	*1,100*	*1*	*808*	1	713	2	[2] 760
					1	*665*	1	570	4	570
					1	665			1	508
									1	485
									1	437
									2	418
									4	399
Napoleon, Ohio	4,007	*1,600*	*1*	*1,000*	*1*	*750*	......	....	2	540
					2	750			12	529
					2	700			6	450
New Comerstown, Ohio	2,943	*1,200*	*1*	*1,000*	1	630	1	675	1	[2] 675
					2	585			2	495
									10	405

[1] One special teacher.

[2] Special teachers.

[3] Part time.

[4] Special teacher, part time.

[5] Colored.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and [illegible] inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
New Lexington, Ohio	[illegible]	[illegible]	*1*	*$810*	*1*	*$675*	......	......	*1*	*$675*
					2	675			1	600
									1	*550*
									3	450
									1	*405*
									3	405
North Baltimore, Ohio	[illegible]	[illegible]	......	......	1	565	1	$675	1	495
					1	540			2	450
					1	495			1	428
									2	405
									2	383
Oberlin, Ohio	4,365	[illegible]	*1*	*1,[illegible]*	3	750	2	650	*1*	¹ *850*
					5	600			2	² 600
					1	375			1	575
									7	550
									1	510
									2	500
									3	475
									1	450
									1	¹ 400
									1	360
									2	¹ *350*
									1	¹ *100*
Orrville, Ohio	3,101	*1,800*	*1*	*1,135*	2	720	......	......	3	555
					1	*675*			4	540
					1	675			2	495
									5	450
									2	400
Reading, Ohio	3,985	*1,800*	......	......	......	......	......	......	*1*	¹ *900*
									1	850
									1	775
									1	750
									2	675
									1	600
									1	¹ 250
Shelby, Ohio	4,903	......	*1*	*1,200*	*1*	*765*	......	......	1	¹ 833
					1	765			*1*	¹ *800*
					2	720			1	720
					2	630			1	630
									2	585
									1	*540*
									1	540
									4	495
									3	473
									2	450
									1	428
									5	405
Struthers, Ohio	3,370	*1,700*	*1*	*1,200*	2	720	*1*	*810*	4	585
							1	*630*	*1*	*540*
							1	630	9	³ 540
									6	495
Toronto, Ohio	4,271	*1,800*	*1*	*1,080*	......	......	*1*	*850*	......	......
							1	750		
							1	700		
Wadsworth, Ohio	3,073	*1,800*	*1*	*945*	1	760	......	......	*1*	*600*
					1	*720*			1	585
					2	700				
Wauseon, Ohio	2,650	*1,350*	*1*	*1,000*	1	770	1	580	*1*	*540*
					1	*765*			1	540
					2	765			2	473
					1	675			3	450
									3	405
									1	³ *380*
									1	³ 360
									1	³ *270*
Wilmington, Ohio	4,491	*1,700*	*1*	*1,000*	*1*	*720*	*2*	*750*	11	525
					1	*700*	*1*	*540*	2	³ 500
					2	700			1	475
					1	600			1	450
									2	405
Ada, Okla	4,349	*1,500*	*1*	*990*	*1*	*810*	*1*	*900*	3	575
					2	*675*	*1*	*810*	*1*	*540*
					1	*630*	1	675	3	540
					2	630			9	475
									5	450

[1] Special teachers.
[2] One special teacher.
[3] Special teachers, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Alva, Okla.	3,688	*$1,500*	*1*	*$1,200*	1	$1,000	2	$810	3	$720
									13	540
Anadarko, Okla.	3,439	*1,400*	*1*	*1,000*	1	810	*1*	*810*	2	630
					1	765	*1*	*585*	2	585
					1	720			10	540
					1	675			1	450
Blackwell, Okla.	3,266	*1,800*	*1*	*1,200*	*2*	*750*	2	800	3	650
					4	750			15	600
Clinton, Okla.	2,781	*1,800*	1	800	*1*	*720*	......	....	*1*	[1] *750*
					3	720			1	[1] 720
									1	[1] 630
									11	540
Frederick, Okla.	3,027	*1,500*	*1*	*1,100*	*1*	*675*	*1*	*720*	12	585
					6	675	3	720		
Hartshorne, Okla.	2,963	900	*1*	*675*	2	585	1	585	2	585
									2	495
									5	450
Hugo, Okla.	4,582	*2,000*	*1*	*1,200*	*2*	*900*	*2*	*900*	1	[1] 1,000
			1	*910*	2	810	*1*	*810*	1	[1] 675
					1	*765*	*1*	[2] *630*	4	630
					1	765			12	540
					2	630			1	[2] 360
					1	585				
Kingfisher, Okla.	2,538	*1,300*	1	720	*1*	*675*	......	....	*1*	*675*
					1	675			2	585
					1	630			5	540
									1	518
Mangun, Okla.	3,667	*1,800*	*1*	*1,100*	1	900	*1*	*810*	*1*	[1] *810*
					5	810			3	[3] 810
									1	*800*
									1	800
									2	720
									3	540
									10	495
									2	450
Miami, Okla.	2,907	*1,500*	*1*	*900*	3	630	1	540	4	495
									4	450
									9	428
Pawhuska, Okla.	2,776	*1,800*	*1*	*1,125*	*1*	*720*	*1*	*720*	3	585
					3	720	2	720	11	540
Perry, Okla.	3,133	*1,200*	......	....	*1*	*675*	......	....	1	585
					2	675			6	495
									2	450
Ponca, Okla.	2,521	*1,800*	*1*	*1,000*	2	810	......	....	1	675
					1	720			3	630
					1	630			1	590
									5	580
									1	567
									2	540
									2	450
Purcell, Okla.	2,740	*1,300*	*1*	*810*	1	630	1	630	3	540
					2	585	*1*	[2] *540*	8	450
									2	[2] 405
Stillwater, Okla.	3,444	*1,500*	*1*	*1,000*	1	653	......	....	1	653
					6	630			1	630
									1	595
									2	562
									3	540
									2	518
									10	495
Sulphur, Okla.	3,684	....	*1*	*810*	1	630	*2*	*675*	*1*	*630*
					2	585			2	540
									4	495
									8	450
Vinita, Okla.	4,082	*1,800*	*1*	*1,200*	*3*	*900*	......	....	*1*	*675*
					1	720			4	671
					2	675			1	605
									4	540
									2	495
									4	450
Woodward, Okla.	2,696	*1,800*	*1*	*1,000*	1	855	......	....	*1*	*630*
					1	*810*			5	630
					1	810			11	585
					1	640				

[1] Special teachers. [2] Colored. [3] One special teacher.

[illegible] teachers, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Austin, Pa.	2,941						1	$1,000	2	$540
									6	450
Avoca, Pa.	4,634	$1,100			1	$540			1	540
					1	540			15	495
									1	405
Barnesboro, Pa.	3,535	1,200			1	765			2	585
					1	450			1	563
									1	540
									1	495
									3	495
									5	473
									8	450
Beaver, Pa.	3,456	2,400	1	$1,245	1	945			1	915
					5	900			1	720
					1	810			2	698
									1	675
									2	653
									1	636
									6	630
									1	608
									1	563
									4	540
									2	518
									2	495
Bellefonte, Pa.	4,145	1,800	1	1,100	2	810			1	540
					1	765			2	540
					1	765			6	495
					2	675			4	450
					1	630				
Birdsboro, Pa.	2,930	1,250			1	675			2	540
					2	675			1	540
									10	450
									1	[1] 200
Brackenridge, Pa.	3,134	1,000					1	720	3	595
							1	675	1	540
									9	495
									1	450
Bridgeport, Pa.	3,860	1,500			1	700			1	600
					1	650			9	550
									1	[2] 250
Brookville, Pa.	3,003	1,700	1	1,125	1	1,035			1	[1] 675
					1	765			1	675
					1	675			1	585
					1	563			1	563
									7	540
									2	495
Canonsburg, Pa.	3,891	1,800	2	1,125	1	945			1	[1] 900
					1	900			1	720
					1	855			2	675
					1	810			2	630
									1	563
									3	540
									4	518
									5	495
									4	473
									5	450
Clairton, Pa.	3,326	2,400			1	1,300			1	[1] 1,200
					1	1,150			1	955
					1	1,050			2	[3] 855
					1	1,000			1	802
									4	760
									7	713
									4	665
									1	618
									2	570
									1	[2] 523
									1	[2] 428
									1	[2] 190
Clarion, Pa.	2,612	1,500			1	765			1	630
					1	720			2	585
					1	675			3	495
									2	450

[1] Special teachers.

[2] Special teachers, part time.

[3] One Special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Goshen, N. Y.	3,081	$1,975	1	$800	2	$750	1	$700	1	[1] $750
					4	700	1	625	1	650
									3	625
									4	575
Gouverneur, N. Y.	4,128	1,900	1	1,000	2	800	2	575	1	700
					6	750			1	650
					2	700			3	600
					1	650			5	500
									9	475
									1	450
									1	425
Hempstead, N. Y.	4,964	2,400	1	1,050	1	1,000	1	1,000	1	[1] 1,100
					2	950	1	950	1	[1] 950
					3	900			1	[1] 900
					1	875			3	875
					1	800			1	[1] 850
									1	825
									2	750
									11	[2] 700
									8	675
									4	[2] 650
									3	600
									1	550
Lancaster, N. Y.	4,364	1,800	....	....	1	800	....	....	1	[1] 900
					2	700			2	[2] 650
					1	650			1	[1] 600
									3	550
									5	[2] 500
									2	480
									1	440
									1	400
Leroy, N. Y.	3,771	1,800	....	....	2	1,000	....	....	2	[1] 600
					2	775			1	550
					2	700			5	500
					2	650			5	475
Lowville, N. Y.	2,940	2,100	....	....	1	1,000	....	....	1	700
					1	800			1	[1] 650
					1	800			2	500
					2	650			4	475
					3	600				
Lyons, N. Y.	4,460	2,000	....	....	1	1,000	....	....	1	[1] 700
					1	900			2	600
					2	700			1	570
					1	675			3	550
					1	600			1	525
									10	500
Massena, N. Y.	2,951	2,000	....	....	1	800	....	....	1	700
					4	700			1	[1] 650
									1	[1] 600
									2	550
									10	500
									5	450
Mount Kisco, N. Y.	2,802	2,000	....	....	1	900	....	....	1	[1] 840
					2	750			2	750
					1	700			1	675
									5	650
									1	640
Owego, N. Y.	4,633	1,300	1	1,300	2	750	....	....	1	[1] 1,000
					3	650			1	[1] 750
					1	600			1	[1] 700
									1	650
									2	[2] 550
									6	500
									9	475
Patchogue, N. Y.	3,824	....	....	....	1	850	1	1,400	1	650
					4	750	1	1,100	13	625
					4	700	1	750	9	600
					2	650	1	650	5	575
					1	600			2	550

[1] Special teachers.

[2] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary
Penn Yan, N. Y	4,597	$1,400	1	$1,800	1	$900	......	....	1	$600
					1	850			3	[1] 600
					3	800			2	550
					1	800			8	500
					2	750			1	400
					1	700				
					2	600				
Perry, N. Y	4,388	2,000	......	....	1	1,500	......	....	1	[2] 900
					1	1,000			1	[2] 800
					1	750			1	[2] 700
					2	650			1	525
					2	600			13	500
Potsdam, N. Y	4,036	....	1	1,100	1	600	......	....	3	600
									1	550
									2	500
Rockville Center, N. Y	3,667	2,500	1	1,250	1	1,000	......	....	1	[2] 1,300
					1	1,000			1	900
					3	900			2	750
					1	800			1	725
					2	750			1	700
									1	675
									1	650
									6	625
									5	600
									3	550
Rye, N. Y	3,964	2,500	1	1,600	2	950	......	....	1	[2] 950
					2	750			7	[3] 900
									1	825
									1	775
									3	750
									1	725
									1	675
									2	650
									1	625
Sag Harbor, N. Y	3,408	....	1	1,600	1	1,000	......	....	1	750
					1	800			3	[1] 600
					1	800			7	550
					2	700			4	525
Saranac Lake, N. Y	4,983	2,300	1	1,500	1	1,150	1	$725	1	675
					1	1.050	1	700	4	625
					1	1,000			5	600
					1	1,000			2	575
					1	950			6	550
					2	900				
					1	850				
					1	750				
					1	725				
					1	700				
Scotia, N. Y	2,957	1,600	......	....	1	775	1	900	1	725
					2	700	1	875	1	700
					2	650	1	725	3	650
					2	600			1	625
									1	600
									3	600
									2	575
									4	550
									3	525
Sidney, N. Y	2,507	1,575	1	750	6	650	......	....	1	645
									1	[2] 625
									1	600
									1	580
									6	555
									1	545
Silver Creek, N. Y	2,512	1,600	......	....	1	850	1	700	1	650
					1	800			1	600
					1	700			1	550
					1	650			4	500
					1	600			2	450
									2	425
									1	400
Southampton, N. Y	2,509	1,700	1	950	1	1,000	......	....	1	750
					1	750			1	700
					2	700			2	650
					1	600			1	625
									12	600

[1] One special teacher. [2] Special teachers. [3] Two special teachers.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Fairmont, Minn.	2,958	*$1,800*	*1*	*$1,100*	*1*	*$900*	......	......	1	[1] $750
					1	720			1	[1] 720
					2	687			1	[1] 630
					1	665			1	585
									1	563
									8	540
									2	518
									2	495
									2	490
Hastings, Minn.	3,983	*1,700*	*1*	*1,000*	*1*	*1,400*	......	......	*1*	[1] *1,200*
					1	*855*			2	[2] 675
					1	800			3	585
					2	765			3	560
					3	720			2	530
									5	495
									1	450
Luverne, Minn.	2,540	*2,000*	1	900	*3*	*855*	......	......	1	720
					2	810			1	675
					2	720			1	630
									2	517
									10	495
Melrose, Minn.	2,591	*1,800*	1	810	*1*	*1,260*	......	......	1	[1] 675
					1	720			1	495
									2	473
									2	450
Moorhead, Minn.	4,840	*2,100*	1	1,150	*1*	*1,000*	......	......	1	720
					3	*900*			2	675
					2	810			2	630
					2	765			10	585
					1	585			5	563
Northfield, Minn.	3,265	*2,000*	1	1,050	*1*	*1,800*	1	$788	*1*	[1] *1,350*
					1	850	*1*	*765*	1	[1] 900
					2	810	1	653	1	[1] 810
					2	788			1	[1] 675
					1	743			2	630
					1	720			1	585
					1	675			2	563
					1	630			5	540
									3	518
St. Peter, Minn.	4,176	*1,900*	1	900	*1*	*1,250*	......	......	1	[1] 698
					2	810			2	608
					1	*765*			1	563
					1	750			2	540
					1	698			3	518
									3	473
									2	450
South St. Paul, Minn.	4,510	*2,050*	*1*	*990*	*1*	*1,500*	1	900	1	[1] 900
					1	*1,125*	1	855	2	[1] 810
					1	900	1	743	1	720
					1	*810*	1	608	1	698
					1	788			2	675
					1	765			2	630
					4	720			6	585
									9	540
									9	495
									1	450
Staples, Minn.	2,558	*1,900*	1	810	*1*	*765*	1	900	*1*	[1] *765*
					1	765	1	630	1	[1] 765
					1	675			1	630
									3	585
									1	563
									5	540
									1	518
									7	495
Two Harbors, Minn.	4,990	*3,100*	1	1,300	*1*	*1,215*	1	1,200	*1*	[1] *1,450*
					1	1,000	1	1,100	*1*	[1] *1,400*
					1	*810*	1	900	1	[1] 1,100
					2	810			1	[1] 1,000
									1	810
									1	[1] 720
									7	675
									2	630
									1	610
									12	585
									2	562

[1] Special teachers.

[2] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Wabasha, Minn.	2,622	*$1,700*	1	$900	1	$675	......	......	*1*	[1] *$950*
					1	585			1	[1] 720
									1	[1] 675
									1	585
									2	540
									1	518
									3	495
									1	473
Waseca, Minn.	3,054	*1,700*	1	900	*1*	*1,500*	......	......	*1*	[1] *810*
					1	810			3	[2] 630
					2	720			5	540
									4	517
									3	495
Willmar, Minn.	4,135	*2,000*	1	1,100	*1*	*1,475*	......	......	*1*	[1] *1,000*
					1	855			1	[1] 765
					2	765			10	608
					1	720			3	585
					2	675			1	540
Aberdeen, Miss.	3,708	*1,800*	......	......	......	......	*1*	[3] *$450*	1	765
									1	630
									3	585
									5	495
									4	[3] 225
Clarksdale, Miss.	4,079	*2,200*	......	......	3	765	*1*	*1,030*	5	765
									7	720
Collins, Miss.	2,581	*1,125*	......	......	2	540	......	......	1	540
									1	450
Moss Point, Miss.	3,054	*1,700*	*1*	*900*	1	630	1	540	2	540
							1	[3] *495*	2	435
									3	405
									3	[3] 225
Okolona, Miss.	2,584	*1,650*	......	......	1	630	......	......	1	540
					1	*585*			6	495
					1	585				
Water Valley, Miss.	4,275	......	......	......	7	585	......	......	1	540
									9	495
West Point, Miss.	4,864	*1,800*	......	......	1	765	1	720	12	450
					1	*700*	1	500		
					3	600				
Aurora, Mo.	4,148	......	1	1,000	*1*	*720*	*1*	*720*	7	450
					1	630	*1*	*630*	8	405
					1	*600*				
					2	600				
Boonville, Mo.	4,252	*1,650*	*1*	*900*	1	810	*2*	*720*	*1*	*585*
					1	765			1	585
					1	675			*2*	*540*
					2	630			2	540
									1	495
									5	450
									1	[3] 360
									2	[3] 315
									1	[4] 225
Butler, Mo.	2,894	*1,320*	*1*	*1,000*	1	750	*2*	*630*	*1*	[3] *450*
					1	685	1	450	4	450
					5	630			4	405
Cameron, Mo.	2,980	*1,400*	*1*	*810*	1	750	1	630	9	495
					3	720			2	450
					1	630				
Carterville, Mo.	4,539	*1,200*	*1*	*900*	1	765	*1*	*720*	1	[1] 720
					1	*720*	1	585	3	495
					1	675			3	428
									3	383
									7	360
Caruthersville, Mo.	3,655	*1,200*	*1*	*810*	*1*	*750*	*1*	*630*	*1*	*540*
					3	585			1	540
									8	450
									1	[3] *405*
									1	[3] 270
Charleston, Mo.	3,144	*1,500*	*1*	*900*	1	810	1	653	1	653
					1	765	*1*	*495*	1	585
					1	720			1	495
					1	675			1	473
									5	450
									2	405
									2	315

[1] Special teachers. [2] Two special teachers. [3] Colored. [4] Special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Clinton, Mo.	4,992	*$1,920*	*1*	*$1,000*	1	$750	*2*	*$720*	5	$570
					1	*720*	1	540	3	450
					1	*675*	*1*	[1] *495*	3	428
					2	675			1	405
					1	630			2	360
					1	495			2	315
									2	293
De Soto, Mo.	4,721	*1,400*	*1*	*900*	*1*	*765*	1	495	3	405
					1	750	3	450	1	383
					1	675	*1*	[1] *405*	11	[2] 360
					1	630				
					1	540				
Excelsior Springs, Mo.	3,900	*1,500*	*1*	*1,000*	*1*	*1,100*	*2*	*720*	2	585
					6	720			8	540
									1	[1] *495*
									4	495
Farmington, Mo.	2,613	*1,400*	*1*	*1,000*	1	630	......	....	2	585
					2	585			*1*	[1] *540*
									3	540
									5	[2] 495
Fayette, Mo.	2,586	*1,500*	*1*	*810*	1	765	*1*	[1] *540*	1	495
					3	540			6	450
									2	[1] 270
Festus, Mo.	2,556	*1,140*	1	585	2	540	......	....	3	495
									4	450
Fredericktown, Mo.	2,632	*1,450*	*1*	*765*	*1*	*630*	*1*	*540*	*1*	[3] *765*
					1	630	*1*	[1] *450*	1	[3] 585
					1	585			*1*	*540*
									2	450
									4	405
									1	[1] 360
Higginsville, Mo.	2,628	....	*1*	*810*	1	810	*3*	*630*	14	450
					3	630				
Kennett, Mo.	3,033	*1,500*	*1*	*1,000*	1	630	*1*	*720*	1	630
					2	540			2	[4] 540
					2	450			1	495
									9	450
Kirkwood, Mo.	4,171	*2,400*	*1*	*1,300*	1	900	*1*	[1] *750*	*1*	[3] *1,050*
					3	*850*			1	[3] 1,000
					6	850			*1*	[3] *850*
									4	[4] 750
									11	700
									5	650
									1	[3] 600
									1	[1] 550
									2	[1] 500
									1	[1] 400
Liberty, Mo.	2,980	*1,800*	*1*	*1,100*	1	750	1	1,100	1	630
					2	675	*1*	[1] *585*	2	595
					1	670			1	594
					1	*630*			8	540
					2	630			1	500
									2	[1] 405
									1	[5] 360
Louisiana, Mo.	4,454	*1,350*	*1*	*1,000*	*1*	*630*	1	720	2	630
					2	630	*1*	*563*	6	495
									6	450
									2	[1] 338
									1	[1] 270
Macon, Mo.	3,584	*1,700*	1	855	1	810	*1*	*630*	1	[3] 630
					1	*765*			11	450
					1	720			2	[1] 360
					1	*630*				
					1	630				
Marceline, Mo.	3,920	*1,100*	1	698	2	540	1	495	14	405
									1	[1] *360*
Marshall, Mo.	4,869	*2,100*	*1*	*1,900*	*1*	*900*	*2*	*765*	*1*	[2] *540*
					1	*810*	*1*	[1] *630*	9	495
					1	*675*			6	450
					8	675			4	[1] 315
					2	630				

[1] Colored. [2] One colored. [3] Special teachers. [4] One special teacher. [5] Part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Maryville, Mo	4,762	$1,500	1	$1,200	3	$765	3	$585	1	[1] $810
					1	720			1	630
					1	675			2	585
					1	630			2	540
					1	585			3	495
					1	540			1	450
									7	450
Moncette, Mo	4,177	1,500	1	1,000	1	750	1	700	4	400
					5	540	1	450	2	390
									9	360
Rich Hill, Mo	2,755	1,200	1	720	3	540	1	630	4	405
							1	540	6	360
Richmond, Mo	3,664	1,500	1	1,100	2	720	2	585	1	[1] 720
					2	720			1	[1] 540
					1	675			22	450
Sikeston, Mo	3,327	1,500	1	1,125	1	810	1	810	1	540
					2	720			2	540
					1	585			8	495
									4	450
Slater, Mo	3,238	1,200	1	720	4	540	1	540	10	405
Warrensburg, Mo	4,689	1,600	1	1,000	1	675	4	675	1	[1] 473
					5	563	1	[2] 563	15	428
									2	[2] 383
Washington, Mo	3,670	1,170	1	720	1	630	1	675	1	540
					2	540	1	495	4	495
West Plains, Mo	2,914	1,500	1	720	1	900	1	540	7	383
					1	720	3	405	4	360
					1	675			1	[2] 288
					2	675				
					1	585				
Deer Lodge, Mont	2,570	1,700	......	......	......	......	......	......	1	[1] 1,000
									4	810
									11	760
Havre, Mont	3,624	2,250	1	1,400	1	1,300	3	1,100	1	[1] 1,000
					1	1,200			2	[1] 1,000
					2	1,100			15	959
Red Lodge, Mont	4,860	2,222	......	......	......	......	2	878	1	[1] 1,232
							3	829	13	829
									13	[3] 780
Alliance, Nebr	3,105	......	1	1,200	1	1,200	1	810	1	[1] 765
					2	855	1	810	2	675
					1	810	1	720	1	653
					2	810	1	585	2	630
									7	585
									2	540
									1	495
Blair, Nebr	2,584	1,800	1	1,300	1	1,200	1	608	1	[1] 810
					1	1,000	1	583	1	585
					1	810	1	518	1	583
					1	720			2	540
					2	653			2	518
					1	630			3	495
					1	540			1	473
									1	[4] 315
Falls City, Nebr	3,255	1,400	1	1,000	1	765	1	608	1	[1] 675
					4	675	1	540	4	540
					1	653			10	495
					1	630			2	473
									2	450
Holdrege, Nebr	3,030	1,500	1	900	1	1,000	1	630	2	600
					2	800	1	600	5	540
					1	720			8	500
					1	675			1	[1] 360
					2	630				
McCook, Nebr	3,765	1,500	1	850	2	765	1	675	1	608
					3	720	1	653	3	585
					2	675	1	608	5	563
					1	550			4	540
									1	518
									1	495

[1] Special teachers. [2] Colored. [3] Three special teachers. [4] Special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
North Platte, Nebr	4,793	*$1,800*	*1*	*$1,200*	*1*	*$1,000*	3	$796	6	$675
					1	810			4	630
					1	*720*			1	608
					6	720			*1*	[1] *585*
									2	585
									4	563
									2	540
									3	515
									1	495
Plattsmouth, Nebr	4,287	*1,800*	*1*	*1,050*	1	675	*1*	*495*	*1*	*540*
					1	653	2	495	12	[2] 540
					2	630			3	473
					1	585			20	450
University Place, Nebr	3,200	*1,550*	*1*	*1,125*	1	720	*1*	*675*	2	600
					1	*675*			1	585
					4	675			9	495
					2	630			1	450
					1	495				
Goldfield, Nev	4,838	*2,400*	*1*	*1,800*	5	1,300	2	1,300	10	1,100
Sparks, Nev	2,500	*2,000*	......	....	*1*	*1,200*	......	....	6	950
					2	1,150			3	900
Bordentown, N. J	4,250	*1,500*	......	....	1	825	......	....	4	650
					1	*775*			1	550
					1	775			2	525
					1	725			*1*	*500*
									5	500
Boundbrook, N. J	3,970	*1,800*	*1*	*1,350*	*1*	*800*	......	....	*1*	[3] *800*
					1	800			1	800
					1	750			2	[4] 750
					2	700			*1*	*700*
									7	700
									9	650
									1	[3] *600*
									3	600
									4	550
Carlstadt, N. J	3,807	....	......	....	......	....	*1*	*1,800*	*1*	[1] *1,100*
									1	*1,000*
									1	900
									1	850
									1	725
									2	650
									1	625
									1	[1] *600*
									5	600
									1	575
									3	550
									2	525
									2	500
Cliffside Park, N. J	3,394	*1,700*	......	....	*2*	*1,100*	......	....	*1*	[1] *1,200*
					1	*1,000*			4	925
					1	*900*			1	800
					1	900			2	750
									2	725
									2	700
									1	680
									3	650
									2	625
									4	600
									3	550
East Rutherford, N. J	4,275	*2,000*	1	1,000	*1*	*1,100*	*1*	*950*	1	900
					1	850	1	900	1	875
					1	600			1	850
									2	800
									1	[1] *750*
									2	750
									2	700
									2	650
									3	600
									5	550
									4	500
Flemington, N. J	2,693	*2,000*	......	....	4	900	*1*	*900*	7	625
					1	850			4	600
					1	*800*				
					1	800				

[1] Special teachers.

[2] Two special teachers.

[3] Special teacher, part time.

[4] One special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Fort Lee, N. J.	4,472	*$1,400*					*1*	*$1,300*	1	$900
							1	*1,250*	1	750
							1	*1,050*	1	700
							1	800	3	675
									2	650
									1	625
									4	600
									8	575
									8	550
Freehold, N. J.	3,233	*1,800*			*1*	*$1,500*			1	1,000
					1	1,500			2	800
					3	*1,200*			3	750
					2	1,200			3	700
					1	1,000			2	650
					2	900			3	600
					1	800			1	550
					1	600			2	500
Glen Ridge, N. J.	3,260	*3,500*	*1*	*$2,000*	*3*	*1,600*			*2*	[1] *1,600*
					7	1,400			6	[2] 1,200
									6	1,000
Hackettstown, N. J.	2,715	*1,500*			*1*	*1,100*			*1*	*750*
					2	*1,000*			*1*	*700*
					2	750			11	500
Haddonfield, N. J.	4,142	*2,000*			*2*	*1,000*	1	800	1	[1] 900
					1	900	2	[3] 750	1	[1] 850
					1	*850*			1	[1] 750
					6	800			5	[4] 700
					2	750			5	650
									11	[3] 600
Little Ferry, N. J.	2,541						*1*	*1,600*	1	900
									3	675
									1	650
									1	600
									9	550
Lodi, N. J.	4,138	*2,000*					*1*	*1,000*	1	750
							1	775	1	725
							1	*700*	5	700
									7	650
									1	625
									2	600
									1	575
									6	550
									2	525
									4	500
Newton, N. J.	4,467				*1*	*950*	*1*	*1,000*	*1*	[1] *1,000*
					2	*900*	1	850	2	[1] 800
					2	850			1	750
					1	*800*			9	625
					1	800			*1*	*600*
					1	750			2	600
					1	700			3	575
									1	550
									1	525
Pleasantville, N. J.	4,390	*1,800*			1	833			1	1,000
					1	825			2	785
					1	800			2	738
					1	750			1	737
									1	725
									5	[4] 700
									2	690
									1	688
									4	675
									2	[4] 665
									1	663
									1	650
									4	625
									2	600
Prospect Park, N. J.	2,719						*1*	*1,500*	1	825
									2	600
									1	575
									4	550
									2	525
									5	500
									1	400

[1] Special teachers. [2] Three special teachers. [3] One colored. [4] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Mexia, Tex.	2,694	*$1,675*	1	$1,125	*1*	*$1,000*	*1*	*$1,000*	1	$675
					1	945	*1*	[1] *540*	6	572
					1	765			1	563
					1	630			3	540
									1	495
									1	[1] 260
									3	[1] 137
Mineral Wells, Tex.	3,950	*2,300*	*1*	*1,250*	*2*	*900*	*1*	*1,125*	1	810
					4	*765*	1	630	1	[2] 765
									1	720
									1	630
									5	585
									3	540
									4	450
Mount Pleasant, Tex.	3,137	*1,200*	*1*	*810*	*1*	*720*	*1*	*765*	2	540
					1	675	*1*	[1] *450*	*1*	*450*
									9	450
									1	[1] 315
									1	[1] 225
Navasota, Tex.	3,284	*2,000*	*1*	*1,250*	*1*	*1,000*	......	....	*1*	[2] *1,250*
					1	720			9	720
New Braunfels, Tex.	3,165	*1,400*	......	....	3	950	......	....	*1*	*850*
									1	750
									2	650
									2	600
San Marcos, Tex.	4,071	*1,800*	*1*	*1,410*	*2*	*900*	*1*	*960*	*1*	[2] *1,140*
					1	*765*	*1*	*680*	2	595
					1	723	*1*	[1] *510*	7	510
					3	680	*1*	*463*	1	463
									1	425
									3	383
									1	340
Seguin, Tex.	3,116	*1,500*	......	....	......	....	*1*	[1] *580*	*1*	*900*
									1	855
									1	540
									1	495
									1	450
									1	[1] 360
									3	[1] 320
Smithville, Tex.	3,167	*1,500*	*1*	*1,300*	1	810	*1*	[1] *653*	1	653
					1	*720*			2	630
					1	720			1	608
									6	540
									3	[1] 450
Stamford, Tex.	3,902	*1,500*	*1*	*1,000*	*1*	*900*	1	675	2	675
					1	900			1	630
					1	810			8	540
Stephenville, Tex.	2,561	*1,800*	*1*	*900*	*1*	*720*	1	[1] 495	*1*	*540*
					1	720			1	540
					1	675			*1*	*495*
									6	495
									1	[1] 270
Teague, Tex.	3,288	*1,800*	1	855	*2*	*810*	*1*	*675*	*1*	*675*
					1	630	1	675	1	675
							1	[1] *585*	3	540
									1	495
									3	450
									3	360
									1	[1] 315
Yoakum, Tex.	4,657	*1,800*	*1*	*1,400*	*1*	*765*	2	675	1	630
					1	765	1	630	3	585
					3	720			12	540
									3	495
American Fork, Utah.	2,797	*1,700*	......	....	*2*	*1,200*	*1*	*850*	*1*	[2] *1,400*
					1	*1,150*	1	680	*1*	[2] *1,000*
					1	*1,075*			*1*	*810*
					1	*1,050*			*1*	*723*
					1	950			1	638
					1	*900*			1	630
					1	900			*1*	*553*
									1	553
									3	531
									2	499
									3	465
									2	446
									1	425

[1] Colored.

[2] Special teachers.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Bingham, Utah	2,881	*$1,700*	......	......	*1*	*$1,125*	......	......	1	$765
					2	*900*			3	720
					2	900			5	675
					1	765			3	585
Murray, Utah	4,057	*2,250*	......	......	......	......	*1*	*$1,350*	*1*	[1] *1,300*
							1	*1,150*	*1*	[1] *1,200*
							1	950	3	900
									1	*810*
									6	810
									1	[1] 850
									1	*720*
									3	675
									1	653
									4	630
									3	585
									3	450
Nephi, Utah	2,759	*1,200*	......	......	......	......	......	......	*1*	[1] *1,200*
									2	*720*
									2	*708*
									2	685
									1	[1] 675
									1	653
									1	630
									3	608
									1	*585*
									2	585
									2	563
									1	540
Park, Utah	3,439	*2,000*	*1*	*$1,600*	1	990	1	720	2	900
			1	*1,000*	*2*	*900*			14	630
					2	900			1	585
					1	*720*				
					1	720				
					1	675				
Richfield, Utah	2,559	......	......	......	......	......	*1*	*1,000*	1	600
									1	*560*
									4	560
									1	520
									1	500
									2	480
									2	440
									1	400
Bedford City, Va.	2,508	......	......	......	......	......	*1*	*1,100*	2	495
							1	[2] *350*	7	400
									5	[2] 210
Big Stone Gap, Va.	2,590	......	*1*	*1,350*	*1*	*990*	......	......	1	585
					1	585			1	495
									7	450
Buena Vista, Va.	3,245	*900*	......	......	......	......	*1*	*810*	2	540
							1	[2] *450*	1	450
									1	405
									7	360
									1	[2] 270
Farmville, Va.	2,971	......	*1*	*1,500*	*1*	*900*	*1*	[2] *245*	4	540
					1	*750*			1	[2] 175
									3	[3] 155
Harrisonburg, Va.	4,879	*1,750*	......	......	*1*	*1,200*	*1*	[2] *400*	1	1,200
					1	*1,100*			1	990
					1	*1,080*			1	810
					1	*1,000*			5	800
					1	720			1	750
									1	720
									1	675
									1	540
									4	495
									3	405
									2	[3] 360
									1	[2] 350
									3	[2] 320
									1	[2] 240
Lexington, Va.	2,931	......	*1*	*1,800*	1	630	......	......	1	473
					1	585			5	450
					1	540				
Pulaski, Va.	4,807	......	1	900	3	450	1	900	1	450
							1	[2] 240	9	405
									2	315
									3	[3] 210

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[1] Special teachers.

[2] Colored.

[3] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Radford, Va	4,202	$1,200	......	......	2	$540	1	$495	2	$450
					2	450			13	395
									1	[1] 325
									3	[1] 325
Salem, Va	3,849	1,200	1	$765	4	585	1	720	1	585
							1	[1] 414	11	495
									1	450
									1	[2] 405
									3	[1] 324
South Boston, Va	3,516	......	......	......	4	540	1	1,200	8	430
Williamsburg, Va	2,714	[3] 200	......	......	......	......	1	1,350	7	486
									2	[1] 270
Wytheville, Va	3,054	......	......	......	1	675	1	1,100	1	[4] 500
					1	540			4	405
					1	495			6	378
					1	430				
Bremerton, Wash	2,993	1,600	......	......	......	......	1	1,100	8	800
									5	[5] 750
									1	700
									1	[6] 550
									1	[6] 350
Cle Elum, Wash	2,749	1,800	1	1,200	2	903	1	1,100	1	[4] 900
									3	[4] 855
									1	813
									6	760
									3	713
									6	665
Colfax, Wash	2,783	2,400	1	1,350	1	1,200	2	1,080	1	[4] 900
					1	1,080			1	[4] 900
					1	990			4	810
									6	765
									1	720
									2	675
Ellensburg, Wash	4,209	2,200	1	1,350	1	1,200	1	1,200	1	1,188
					1	1,000			5	760
					1	950			1	713
					1	855			8	665
					1	855				
					3	808				
					1	760				
					3	[3] 380				
Hillyard, Wash	3,276	1,500	......	......	1	1,045	2	950	8	713
					1	950			4	665
					1	950			3	618
					2	903				
					1	855				
					2	808				
Port Townsend, Wash	4,181	1,700	1	1,200	1	900	1	1,100	1	[4] 1,100
					1	850			1	[4] 900
					2	800			1	850
									1	750
									4	725
									5	675
									1	625
Puyallup, Wash	4,544	2,000	1	1,500	2	1,050	1	1,330	1	[4] 1,104
					1	990	1	1,146	1	[4] 990
					1	960	1	840	1	[4] 960
					1	870			4	900
					1	840			2	870
									1	840
									1	810
									12	720
									7	660
									6	600
Renton, Wash	2,740	2,004	1	1,620	1	1,176	1	1,260	1	[4] 1,000
					2	1,020	1	1,080	2	900
									5	870
									4	840
									2	750
									4	[5] 720
									1	600

[1] Colored.
[2] Special teacher, colored.
[3] Part time.
[4] Special teachers.
[5] One special teacher.
[6] Special teacher, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Roslyn, Wash.	3,126	*$1,800*	*1*	*$1,000*	1	$855	2	$810	1	$900
					1	810			*1*	*810*
									1	810
									1	[1] 750
									2	[2] 720
									1	700
									5	675
									6	630
Snohomish, Wash.	3,244	*2,000*	*1*	*1,600*	*2*	*1,350*	*1*	*1,350*	*2*	[1] *1,500*
					1	*1,100*	*1*	*1,100*	*1*	[1] *1,200*
					1	*1,000*			*1*	[1] *1,050*
					1	1,000			1	[1] 1,050
					2	950			1	[1] 1,000
					1	900			2	[1] 950
									7	765
									11	720
South Bend, Wash.	3,023	*1,750*	*1*	*1,000*	*1*	*1,000*	1	810	*1*	[1] *990*
					2	810	1	720	1	765
					1	765			5	720
									3	675
									3	630
									1	520
Charles Town, W. Va.	2,662	*1,500*	*1*	*720*	3	630	*1*	[3] *540*	7	450
									3	[3] 405
									2	360
Chester, W. Va.	3,184	*1,400*	*1*	*1,000*	*1*	*810*	......	......	1	675
					2	*720*			1	575
									1	540
									1	530
									2	495
									1	465
									5	450
Davis, W. Va.	2,615	1,350	......	......	1	765	......	......	*1*	*720*
					1	*720*			1	518
					1	720			2	495
					1	675			3	472
									3	450
									1	[3] *360*
Hinton, W. Va.	3,656	*1,500*	*1*	*1,000*	*2*	*900*	*1*	*720*	1	[1] 560
					1	850	*1*	*390*	1	[1] 540
					2	630			1	517
									7	460
									9	440
									4	420
									3	400
Keyser, W. Va.	3,705	*1,500*	*1*	*1,000*	2	675	......	......	1	[1] 645
					1	664			1	630
									1	[1] 620
									1	595
									1	540
									11	495
									5	450
									1	[4] 360
Mannington, W. Va.	2,672	*1,800*	*1*	*1,500*	*1*	*900*	*1*	*720*	*1*	[1] *810*
					1	900			1	[1] 800
					1	855			1	[1] 765
					1	*810*			1	[1] 720
					1	765			1	[1] 675
					1	720			1	630
									5	585
									13	540
Princeton, W. Va.	3,027	*1,500*	*1*	*900*	*1*	*675*	......	......	*4*	*480*
					2	675			16	[5] 480
									1	440
									1	[3] *360*
Richwood, W. Va.	3,061	*1,380*	1	1,000	1	810	......	......	*1*	*495*
					1	*675*			3	495
					1	*540*			8	450
									1	*315*
									2	315

[1] Special teachers.

[2] One special teacher.

[3] Colored.

[4] Special teachers, part time.

[5] One colored.

Table 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914–15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Sistersville, W. Va	2,684	*$1,600*	*1*	*$1,200*	1	$945	......	......	1	$585
					1	810			2	563
					2	720			*1*	*540*
									6	540
									1	518
									7	495
									1	450
Wellsburg, W. Va	4,189	*1,550*	*1*	*1,100*	*1*	*900*	1	$675	1	[2] 585
					2	720	1	612	1	540
							1	540	1	518
									7	495
									5	473
									5	450
									1	315
Williamson, W. Va	3,561	*2,080*	*1*	*945*	1	855	......	......	3	675
					1	*810*			*1*	*585*
					2	765			5	[1] 585
									4	540
									1	513
									2	495
									1	477
									1	380
Berlin, Wis	4,636	*1,800*	......	......	*1*	*950*	......	......	1	570
					1	808			*1*	*618*
					1	*760*			3	546
					5	713			5	523
									2	499
Columbus, Wis	2,523	*1,800*	......	......	*1*	*950*	......	......	*1*	[2] *1,045*
					1	831			3	[2] 784
					2	784			1	618
					1	713			4	546
									1	523
									3	475
									1	214
Cudahy, Wis	3,691	*1,550*	......	......	......	......	......	......	1	850
									1	800
									7	750
									3	700
									1	650
									1	[3] 200
De Pere, Wis	4,477	......	......	......	......	......	......	......	*1*	[2] *760*
									1	[2] 665
									2	[2] 618
									1	570
									8	546
Edgerton, Wis	2,513	*2,200*	......	......	*1*	*845*	......	......	......	......
					1	*765*				
					1	765				
					4	630				
					1	595				
					1	572				
					1	540				
Hudson, Wis	2,810	*1,600*	......	......	*1*	*810*	......	......	1	[2] 720
					1	720			1	621
					3	675			1	531
					1	648			2	522
					1	630			2	513
					1	585			3	495
									1	486
									1	468
Kaukauna, Wis	4,717	*2,000*	......	......	*1*	*900*	......	......	2	700
					1	*940*			1	675
					1	800			2	650
					1	788			1	[2] 635
					1	735			2	600
					2	683			1	575
					1	630			3	550
									1	540
									4	525
									2	500

[1] One special teacher.

[2] Special teachers.

[3] Special teachers, part time.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Lake Geneva, Wis......	3,079	*$1,750*	1	$945	*1*	*$900*	1	$585	*1*	[1] *$1,035*
					2	765			1	[1] 785
					3	720			1	[1] 720
									1	*675*
									1	*630*
									1	608
									1	585
									1	563
									7	540
									2	518
									2	495
									1	[1] 405
									1	360
Mineral Point, Wis.....	2,925	*1,700*	......	....	*1*	*825*	......	....	1	[1] 808
					2	810			4	585
					1	765			5	360
					1	700				
					1	675				
					1	630				
Monroe, Wis............	4,410	*1,850*	......	....	*1*	*1,000*	......	....	*1*	[1] *1,125*
					1	*900*			1	720
					1	720			2	[1] 675
					3	675			1	[1] 630
									1	585
									1	563
									2	540
									2	518
									3	495
									5	473
									4	450
New London, Wis......	3,383	*1,600*	......	....	*1*	*810*	......	....	1	[1] 1,000
					1	*720*			1	585
					2	630			1	563
					3	585			3	540
									2	495
									4	450
									2	[2] 225
Oconomowoc, Wis......	3,054	*1,600*	......	....	*1*	*805*	......	....	*1*	[1] *1,000*
					5	760			2	[1] 675
									1	646
									11	518
									1	499
									1	475
Platteville, Wis.........	4,452	*2,000*	1	900	*1*	*990*	......	....	1	[1] 900
					1	*945*			*1*	[1] *810*
					1	900			1	[1] 700
					2	585			3	[3] 540
					1	540			7	518
									7	495
									2	360
Plymouth, Wis.........	3,094	*2,000*	*1*	*990*	*1*	*900*	......	....	1	[1] 1,200
					2	720			1	[1] 720
					4	675			1	630
									2	540
									1	518
									5	495
									2	473
									1	450
									1	[2] 225
Reedsburg, Wis.........	2,615	*1,800*	......	....	*1*	*1,000*	......	....	6	540
					1	*910*			7	450
					1	720				
					1	*715*				
					4	675				
Rice Lake, Wis.........	3,968	*1,900*	......	....	*2*	*900*	......	....	1	[1] 800
					1	*855*			1	[1] 720
					2	720			1	585
					1	699			2	563
					1	653			1	518
					1	630			8	495
									7	473
									3	450

[1] Special teachers.
[2] Assistants.
[3] One special teacher.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Richland Center, Wis	2,652	....	*1*	*$1,800*	*1*	*$900*	......	....	2	$630
					1	820			1	600
					1	*810*			1	585
					1	765			7	540
					2	720			3	500
					3	675				
Ripon, Wis	3,739	*$1,925*	......	....	1	1,100	......	....	1	665
					1	903			1	618
					1	*855*			4	570
					1	855			2	546
					1	*850*			7	475
					1	*845*			1	423
					1	570				
Shawano, Wis	2,923	*1,450*	......	....	1	1,000	*1*	*$850*	5	518
					1	*900*			3	495
					1	*810*			1	472
					2	765			1	450
					2	745				
					1	720				
					1	675				
Sparta, Wis	3,973	*2,000*	......	....	*1*	*1,150*	......	....	1	665
					1	*1,100*			1	[1] 637
					1	*950*			*1*	*618*
					1	903			6	570
					3	*855*			5	513
					1	808			4	495
					2	713			2	475
Stanley, Wis	2,675	*1,500*	......	....	*1*	*1,200*	1	540	1	585
					1	*765*			1	518
					1	720			2	495
					1	675			1	490
					1	608			2	473
					1	585			6	450
					1	563				
Stoughton, Wis	4,761	....	......	....	1	1,000	1	653	3	618
					1	*945*	1	540	2	585
					1	*900*			2	563
					1	900			5	495
					1	*810*			5	473
					4	810			4	450
					2	720				
					1	675				
					1	630				
					1	585				
Sturgeon Bay, Wis	4,262	*1,700*	......	....	*1*	*750*	1	600	2	[2] 650
					1	750			1	550
					1	*700*			11	525
					5	700			2	500
					1	600				
Tomah, Wis	3,419	*2,000*	......	....	*1*	*1,080*	......	....	2	720
					1	*1,000*			2	[1] 695
					1	945			3	685
					1	*900*			7	540
					1	*810*			1	505
					1	810				
					1	695				
Tomahawk, Wis	2,907	*1,600*	......	....	*1*	*855*	......	....	3	518
					2	675			10	450
					1	653			1	405
					1	630			1	[3] 225
					1	608				
					2	585				
Washburn, Wis	3,830	*1,600*	......	....	*1*	*1,000*	......	....	6	540
					2	*900*			12	495
					1	900				
					1	675				
					4	630				
Waupaca, Wis	2,789	*1,700*	......	....	*1*	*900*	......	....	13	500
					7	650				

[1] Special teachers.

[2] One special teacher.

[3] Assistant.

TABLE 1.—*Salaries of officers and teachers in public schools of cities having 2,500 and fewer than 5,000 inhabitants—1914-15*—Continued.

Cities.	Population.	Superintendent.	High schools.				Elementary schools.			
			Principals.		Teachers.		Principals.		Teachers.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Waupun, Wis.	3,362	*$1,500*	*1*	*$950*	*1*	*$855*			*1*	*$760*
					1	855			4	570
					1	760			5	523
					2	736			1	475
					2	713			2	428
									1	[1] 285
Whitewater, Wis.	3,224	*2,000*			*1*	*900*	*1*	*$1,150*	1	[2] 700
					1	800			1	[2] 650
					2	750			5	600
					2	700			4	550
Casper, Wyo.	2,639	*1,800*			*2*	*1,100*	*1*	*1,200*	1	[2] 1,200
					4	1,100			1	[2] 1,100
									2	[3] 1,000
									20	800
Evanston, Wyo.	2,583	*1,900*	*1*	*1,215*	*1*	*900*	*1*	*900*	8	[3] 720
					1	810			7	630

[1] Assistant.
[2] Special teachers.
[3] One special teacher.

TABLE 2.—*Salaries of rural-school teachers in certain counties, by State and term in days, 1914-15.*

States and term in days.	One-teacher schools.						Two or more teacher schools.					
	Under $100.	$100 and under $200.	$200 and under $300.	$300 and under $400.	$400 and under $500.	$500 or more.	Under $300.	$309 and under $400.	$400 and under $500.	$500 and under $600.	$600 and under $700.	$700 or more.
Alabama:												
Under 100 days		1	1									
100 and under 110 days		6	20									
110 and under 120 days			9	1								
120 and under 130 days			29	7								
130 and under 140 days			1	11								
140 and under 150 days			4	12	4		1		1			
150 and under 160 days				1	1				1			
160 and under 170 days				1	2	3			1		1	
180 and under 190 days											2	2
Arkansas:												
Under 100 days	3	24	2	2			2					
100 and under 110 days		2	6	4			10					
110 and under 120 days			1			1	4	2				
120 and under 130 days		1	11	6		1	20	8	2			
130 and under 140 days									2			
140 and under 150 days			1	5								
160 and under 170 days				2	1	1	4			7		
180 and under 190 days				1					9			
200 days and over							4	2				
California:												
150 and under 160 days											3	2
160 and under 170 days						5					9	49
170 and under 180 days						14				2	17	106
180 and under 190 days						17						
190 and under 200 days						7						
Connecticut:												
170 and under 180 days				8	3			6	11			
180 and under 190 days				10	15	3			4			
190 and under 200 days					14	7				10	2	1
Florida:												
Under 100 days	1	2										
100 and under 110 days		3	3									
120 and under 130 days			36	7			6	5				
140 and under 150 days			1	7	1		2	4	4			
160 and under 170 days				1	1				4	25		

TABLE 2.—*Salaries of rural-school teachers in certain counties, by State and term in days, 1914-15*—Continued.

States and term in days.	One-teacher schools.						Two or more teacher schools.					
	Under $100.	$100 and under $200.	$200 and under $300.	$300 and under $400.	$400 and under $500.	$500 or more.	Under $300.	$300 and under $400.	$400 and under $500.	$500 and under $600.	$600 and under $700.	$700 or more.
Georgia:												
Under 100 days			1				2					
100 and under 110 days		5	36	2	2		51					
110 and under 120 days			1	1			2					
120 and under 130 days				6	1		4	9				
130 and under 140 days				1	1		2	2				
140 and under 150 days				1	1			7				
180 and under 190 days									3			
190 and under 200 days								6	6			
Indiana:												
110 and under 120 days			2	5				4				
120 and under 130 days			6	3	1		2	6				
130 and under 140 days			4	13	7			2	2			
140 and under 150 days				4				23	34	8		
150 and under 160 days				2	2				15	4		
160 and under 170 days					4				11	36		
180 and under 190 days						1						4
Iowa:												
Under 100 days	6	11										
100 and under 110 days		2	1									
110 and under 120 days			6	1								
120 and under 130 days			15									
130 and under 140 days			1	2								
140 and under 150 days			6	1								
150 and under 160 days			4	20								
160 and under 170 days			25	76								
170 and under 180 days		2	1	23	1							
180 and under 190 days		1		35	1				11	22		
190 and under 200 days		1										
200 days and over									2			
Kansas:												
140 and under 150 days			1	48	28	2						
150 and under 160 days					1	1						
160 and under 170 days				11	48	18			5	14	10	
170 and under 180 days											5	
180 and under 190 days										11	20	
Kentucky:												
110 and under 120 days			3	1								
120 and under 130 days			54	33		2		4	3			
140 and under 150 days						1		2				
150 and under 160 days				1					2			
160 and under 170 days											4	
180 and under 190 days									2			
Maine:												
Under 100 days	3											
150 and under 160 days		1	7									
160 and under 170 days		1	11	9	1							
170 and under 180 days				3	3							
180 and under 190 days			2	12	2	3		4	4	2		
190 and under 200 days			4	19	2							
Maryland:												
150 and under 160 days								2				
160 and under 170 days				83	19	1		25	17	8		
170 and under 180 days										7	15	
180 and under 190 days				26	7	1		17	10	32	9	
Massachusetts:												
160 and under 170 days				12			2					
170 and under 180 days				6	10	10			6			
180 and under 190 days				1	1	1			2			
190 and under 200 days					11			3	2		2	6
Michigan:												
100 and under 110 days			2									
120 and under 130 days			1	1								
130 and under 140 days			1									
160 and under 170 days			19	11								
170 and under 180 days				1		1						
180 and under 190 days				19	10							
190 and under 200 days					4	1					3	
200 days and over					2	10				15	15	2

TABLE 2.—*Salaries of rural-school teachers in certain counties, by State and term in days, 1914–15*—Continued.

States and term in days.	One-teacher schools.						Two or more teacher schools.					
	Under $100.	$100 and under $200.	$200 and under $300.	$300 and under $400.	$400 and under $500.	$500 or more.	Under $300.	$300 and under $400.	$400 and under $500.	$500 and under $600.	$600 and under $700.	$700 or more.
Minnesota:												
100 and under 110 days		2	2	1								
110 and under 120 days		1										
120 and under 130 days			5	4								
140 and under 150 days			22	7	1							
160 and under 170 days			4	47	43	1		4	2			
170 and under 180 days				1	1				2			
180 and under 190 days					31	2			10	4	2	
Mississippi:												
100 and under 110 days	1	3	25				58					
120 and under 130 days			20	9			21	9				
Missouri:												
100 and under 110 days				1								
120 and under 130 days		3	12	3								
130 and under 140 days				1								
140 and under 150 days			8	11	1							
160 and under 170 days			3	36	20				8			
180 and under 190 days					2	1				2		
Montana:												
Under 100 days		1	2	2	1							
100 and under 110 days				1								
110 and under 120 days				2								
120 and under 130 days					2							
130 and under 140 days					5	3						
140 and under 150 days					1	6						
150 and under 160 days						6					2	
160 and under 170 days						4					2	21
170 and under 180 days						5					2	5
Nebraska:												
100 and under 110 days			1	1								
110 and under 120 days			3	1								
120 and under 130 days			1	1								
130 and under 140 days			2	18	1							
140 and under 150 days				2								
150 and under 160 days				19	30					2		
160 and under 170 days			1	4	7							
170 and under 180 days				2	11	1				6		
180 and under 190 days					3	1						
New Hampshire:												
180 and under 190 days			4	18	11	3			2			8
New Jersey:												
160 and under 170 days				3	7				10			
170 and under 180 days				1	3				9			
180 and under 190 days					2	8				16	2	
190 and under 200 days						9	3			12	29	
New Mexico:												
Under 100 days			4	2								
100 and under 110 days		1	23	5								
110 and under 120 days			2		1							
120 and under 130 days			1	3	1							
130 and under 140 days						1						
140 and under 150 days				11	4	1						
150 and under 160 days					3	2						
160 and under 170 days					2	1			7	8		4
170 and under 180 days						3			11			2
180 and under 190 days						3						13
New York:												
180 and under 190 days				19	10				2			
190 and under 200 days				3								
200 days and over				3	5	1			2	6	30	16
North Dakota:												
Under 100 days		4	4									
110 and under 120 days				1								
120 and under 130 days				4								
140 and under 150 days				42	1							
160 and under 170 days					32							
180 and under 190 days					13	7					27	
Ohio:												
150 and under 160 days				13	78	11		3	17	1		
170 and under 180 days								7	12	1		

TABLE 2.—*Salaries of rural-school teachers in certain counties, by State and term in days, 1914–15*—Continued.

States and term in days.	One-teacher school.						Two or more teacher schools.					
	Under $100.	$100 and under $200.	$200 and under $300.	$300 and under $400.	$400 and under $500.	$500 or more.	Under $300.	$300 and under $400.	$400 and under $500.	$500 and under $600.	$600 and under $700.	$700 or more.
Oklahoma:												
Under 100 days		7	13	3			2	2				
100 and under 110 days			10	4	1							
110 and under 120 days			7	32	1							
120 and under 130 days			2	34			2	4				
130 and under 140 days			1	13	9	1		4	3			
140 and under 150 days				11	3			7	2			
150 and under 160 days					7				4	5		
160 and under 170 days					5	2			5	7	2	
170 and under 180 days						2				3		
180 and under 190 days					1					22	26	
Oregon:												
Under 100 days		1	1									
120 and under 130 days			2	14	4							
130 and under 140 days					1							
140 and under 150 days				6	15	2			3	1		
150 and under 160 days					2							
160 and under 170 days					27	22			10	4	4	2
170 and under 180 days						1						
180 and under 190 days					5	21			24	24	37	103
200 days and over												1
South Dakota:												
Under 100 days		3										
100 and under 110 days			1									
110 and under 120 days			3	6								
120 and under 130 days				2								
130 and under 140 days				30	6							
140 and under 150 days				11	1							
150 and under 160 days				17	31	1		2				
160 and under 170 days				5	5							
170 and under 180 days					10	4					2	
Utah:												
Under 100 days		1										
100 and under 110 days			1									
110 and under 120 days					1		2					
120 and under 130 days			1	1				3				
130 and under 140 days				1	1				4			
140 and under 150 days							5		7	6		
150 and under 160 days						1	6			9		
160 and under 170 days					4	9			53	36	19	13
Vermont:												
140 and under 150 days			13									
150 and under 160 days			3									
170 and under 180 days			8	18	2	1						
180 and under 190 days			2	7	2	1						
190 and under 200 days			2	3								
Virginia:												
100 and under 110 days		11										
120 and under 130 days		15	18				27					
140 and under 150 days							34					
160 and under 170 days			3					31	5			
170 and under 180 days									10			
180 and under 190 days									6			
Rhode Island:												
180 and under 190 days					5							
Washington:												
140 and under 150 days						1						
150 and under 160 days						3		2			4	
160 and under 170 days						6					4	
170 and under 180 days						25		2	4	4	36	28
180 and under 190 days						1						8
190 and under 200 days												6
West Virginia:												
Under 100 days		10					4					
100 and under 110 days		1										
110 and under 120 days		8	107	44		1	8	40				
160 and under 170 days									3			
Wisconsin:												
160 and under 170 days			31	66	9	1		1	1			
180 and under 190 days				17	40	32		2	24	25	27	
200 days and over					1	4			1		13	

TABLE 3.—*Number and yearly salaries of county superintendents in certain States, 1914–15.*

States.	Total number.	Under $500.	$500 and under $1,000.	$1,000 and under $1,500.	$1,500 and under $1,800.	$1,800 and under $2,000.	$2,000 and under $2,500.	$2,500 and under $3,000.	$3,000 and over.	Average salary.
Alabama	67	......	7	32	11	7	6	......	4	$1,522
Arkansas	20	......	1	17	1	......	1	......	......	1,348
California	58	3	5	4	12	9	16	4	5	1,831
Delaware	3	......	......	3	......	......	......	......	......	1,200
Florida	50	......	5	23	10	6	4	1	1	1,437
Illinois	102	......	......	9	31	15	35	11	1	1,897
Iowa	99	......	......	81	13	1	4	......	......	1,331
Maine [1]	79	1	7	48	17	2	4	......	......	1,332
Massachusetts [1]	74	......	......	......	40	18	14	2	......	1,776
Minnesota	84	......	8	36	24	6	8	2	......	1,429
Mississippi	80	......	9	52	8	11	......	......	......	1,271
Montana	41	......	10	10	20	......	1	......	......	1,268
Nebraska	82	......	2	61	12	4	3	......	......	1,354
New Hampshire [1]	29	......	......	2	14	7	6	......	......	1,764
New Jersey	21	......	......	......	......	......	......	......	21	3,000
North Carolina	99	14	35	29	13	4	4	......	......	1,032
North Dakota	49	......	......	7	31	4	7	......	......	1,671
Ohio	88	......	......	2	16	20	35	9	6	2,025
Oklahoma [2]	77	......	......	66	7	4	......	......	......	1,351
Oregon	34	1	3	21	6	2	......	1	......	1,251
Pennsylvania	66	......	......	......	9	3	23	12	19	2,646
South Carolina	43	......	26	12	3	2	......	......	......	974
South Dakota	61	2	11	26	22	......	......	......	......	1,224
Tennessee	95	12	60	14	6	......	2	1	......	843
Utah	28	11	7	3	1	3	3	......	......	865
Vermont [1]	59	......	......	22	21	11	5	......	......	1,564
Virginia [3]	100	17	39	34	6	2	1	......	1	957
Washington	57	......	15	34	......	2	6	......	......	1,137
West Virginia	55	......	10	41	2	2	......	......	......	1,159
Wisconsin	72	1	12	51	6	1	1	......	......	1,128
Total	1,872	62	272	740	362	146	189	43	58	1,428

[1] Union superintendents. [2] District superintendents. [3] Division superintendents.

III. STUDY OF SALARIES OF ELEMENTARY TEACHERS.

AVERAGE, MEDIAN, AND QUARTILE SALARIES.

The purpose of this section is to work up that portion of the original material which dealt with salaries of teachers in elementary schools in such form as will make comparisons more easy of accomplishment, to indicate the manner in which further comparison may be made, and to point out certain general conclusions regarding salaries in cities in the United States.

It is believed that the most profitable use that can be made of the data collected is to study them from the viewpoint of salaries in a particular city and a comparison of them with salaries in other cities where conditions are fairly comparable. While the original material contained in United States Bureau of Education Bulletin, 1914, No. 16, "The Tangible Rewards of Teaching," is fundamental in such a study, the data given in the tables which follow will greatly facilitate such comparisons.

The 814 cities in Table 4, the basal table in this section, are arranged in the same order as in "Tangible Rewards of Teaching," grouped first by population, then by States, with the alphabetical arrangement within each State. The average salary is the arithmetical mean. The median salary, given in column 5, is the middle salary in the list of salaries in which each teacher, no matter how many there may be of like amount, is put down separately and in numerical order. There are just as many salaries below the median as there are above it.[1] If there are 65 elementary teachers in a city, the thirty-third salary when they are arranged in order of their amounts is the median salary. Salaries from the thirtieth to the fortieth or within any other limits may all be the same in amount.

The median has several advantages over the average in a study of this sort. It is easier to compute; it is not affected so much by inaccuracies in statements of reporting officers; it is a salary actually paid; and it is not so greatly influenced by instances of extremely low or extremely high salaries. As regards the last point, it frequently happens that there are a few teachers drawing very high or very low salaries, the effect of which is to make the average higher or lower than the true central tendency. The middle salary reproduces the real situation more exactly in most cases than the arithmetic average. It shows exactly what pay the teacher in the exact middle of the corps gets when the salaries are arranged in numerical order. Teachers and school boards will find it convenient to make use of this statistical term.

The lower and upper quartile indicate two other points in the lists of salaries when arranged separately and in order of their amounts as in the case of the median. While the median is the middle point, the lower quartile is the point just one-fourth of the way through the list, and the upper quartile the point just three-fourths of the way through the list when the list begins with the lowest and ends with the highest salary. The three points divide the list into four quarters; the salaries between the lower and upper quartile compose the middle half or the middle 50 per cent, and the groups of salaries below the lower quartile and above the upper quartile each compose a quarter of the salaries which are outside the middle 50 per cent.

The median, like the average, is used in common practice, as the best single figure to stand for a whole list of salaries. Thus a full comparison of the salaries of the 879 elementary teachers in San Francisco and the 982 elementary teachers in Washington would require a consideration of each individual salary in each list. Obviously, however, it is impossible to carry all these in mind; therefore a determination of what is called the central tendency or drift of all salaries in each city is resorted to. With this single figure for each city it is easy to make a comparison. By using the median it is shown, for instance, that the central point of the salaries of elementary teachers in San Francisco is $414 higher than in Washington, while with the average the difference is $326.[1] (See p. 91.)

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[1] Except, of course, where there is an even number of items, in which case arbitrary selection must be made. In this bulletin the upper of the middle figures is taken as the median.

Comparison of averages or medians above a certain figure is obviously limited, however, and is altogether inadequate. A comparison of minimum salaries and of maximum salaries is desirable. But unusual care must be exercised in the use of such figures. Often unusual circumstances fix the amounts of salaries at the extremes. A teacher who teaches one-half of the time, one who has a small special class, or a pupil teacher will draw a lower salary than regular teachers and the peculiar conditions will perhaps not be set forth in the published reports of the city system nor explained on the schedule as filled. Likewise a teacher who has been long in the service or of unusual excellence or who performs some unusual service will get an unusually high salary and the facts not be stated. For this reason, as well as for some others, it is desirable to take into account also the salaries at the lower and upper quartile points. (See columns 6 and 7.) These figures include what the middle 50 per cent of the teachers receive. Figures which state the amount of the range are safer to deal with in comparing absolute amounts paid various teachers in various cities than are the maximum and minimum salaries when conditions are not fully known.[2]

It happens, too, that these lower and upper quartile points are very useful in making it possible to measure one other important quality in any series of amounts, namely, its variability. The median and average give the central tendency, but it is also important to know whether the various amounts are grouped closely about the central measure. In salary lists, if the variability is small, there is not much difference between the salary paid the beginning and the experienced teacher, between the amount paid the least competent and the most competent. Thus a large is better than a small variability, at least within certain limits; just what limits it is impossible from present knowledge to say. The amount of variability should vary, for example, with the difference in preparation, experience, and improvement of teachers in the various cities. If there are wide differences in the abilities of teachers and in the products of their teaching, there should be proportionately wider differences in variabilities of salaries.

The difference in the salaries at the lower and upper quartile points provides a good measure of variability. A glance at columns

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[1] The average is low in San Francisco because 119 (14 per cent) of the teachers receive the lowest salary, and high in Washington because 173 teachers receive $980 and 39 teachers receive $1,040. This causes the large difference in the central tendencies. San Francisco is an excellent example of the underweight of large extremes in computing averages referred to above.

[2] For further comment on this point, see p. 24.

6 and 7 in the table will show wide differences in this respect. It is likewise apparent, however, that it is not fair to compare the absolute amounts of the differences. A range of $100 between the quartile points constitutes a wider variability in a city in which salaries are relatively low than in a city in which salaries run high. An increase of $25 in annual salary means more to the teacher who is drawing $500 a year than to one who is paid $900. In consequence, it seems best to express variability in terms of per cent of the median in each case. It is desirable also to note whether there is any difference in the variability upon the two sides of the median, although this is of much less consequence than the total variability. These per cents are given in columns 8, 9, and 10 of the table.

If the per cent of variability is much larger below the median than above, the salaries of teachers in the lower half differ from each other more widely than salaries of teachers in the upper half of the ranking. Whether this is good or bad could depend upon conditions in the peculiar city in question. Surely the holding of competent teachers until most of them are near the maximum is creditable, unless that maximum is itself low. On the other hand, a salary schedule providing increases over a long period of years is rightly considered creditable and the lack of such a schedule is unfortunate, but if the beginning amounts are low the situation is not as it should be. The efficiency of teachers and of teaching in the various cities must also be considered.

All of this serves to emphasize the fact that in making comparisons between particular salaries it is highly important that full knowledge of all factors entering into determination of salaries be taken into account. It is nevertheless clear that in such a study as the present one, where, because of the large number of cities involved, inequalities in one direction are set off by inequalities in the other direction, the conclusions seem fully justified and the standards set up for the groups of cities concerned may be accepted as having considerable value.

Table 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13.*

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Total per cent of variability.
1	2	3	4	5	6	7	8	9	10
Cities having more than 250,000 inhabitants.									
San Francisco, Cal	416,912	879	$1,124	$1,164	$1,080	$1,224	7	5	12
Washington, D. C	331,069	982	798	750	700	950	7	27	33
Chicago, Ill	2,185,283	4,824	1,034	1,175	925	1,175	21	0	21
New Orleans, La	339,075	887	655	650	600	750	8	15	23
Baltimore, Md	558,485	1,303	692	700	600	800	14	14	29
Boston, Mass	670,585	1,790	1,001	1,128	792	1,176	30	4	34
Minneapolis, Minn	301,408	916	937	1,000	900	1,000	10	0	10
St. Louis, Mo	687,029	1,274	993	1,032	972	1,032	6	0	6
Newark, N. J	347,469	1,098	917	930	730	1,100	22	18	40
New York, N. Y	4,766,883	14,130	1,197	1,140	804	1,500	29	32	61
Cincinnati, Ohio	363,591	809	949	1,000	850	1,000	15	0	15
Cleveland, Ohio	560,663	1,447	791	800	650	950	19	19	38
Philadelphia, Pa	1,549,008	3,505	861	900	750	1,000	17	11	28
Milwaukee, Wis	373,857	774	876	876	876	876	0	0	0
Cities having 100,000 and fewer than 250,000 inhabitants.									
Oakland, Cal	150,174	431	1,145	1,200	1,080	1,200	10	0	10
Denver, Colo	213,381	552	896	960	816	960	15	0	15
Atlanta, Ga	154,839	404	623	613	578	722	6	18	23
Indianapolis, Ind	233,650	652	761	875	600	925	31	6	37
Louisville, Ky	223,928	534	631	650	550	700	15	8	23
Cambridge, Mass	104,839	265	713	750	684	750	9	0	9
Fall River, Mass	119,295	369	646	700	700	700	0	0	0
Lowell, Mass	106,294	230	738	800	650	800	19	0	19
Worcester, Mass	145,986	430	713	750	675	750	10	0	10
Grand Rapids, Mich	112,571	314	727	800	700	800	13	0	13
St. Paul, Minn	214,744	490	798	900	700	900	22	0	22
Paterson, N. J	125,600	442	706	750	550	850	27	13	40
Albany, N. Y	100,253	256	743	750	750	750	0	0	0
Rochester, N. Y	218,149	645	768	800	700	850	13	6	19
Dayton, Ohio	116,577	267	654	700	625	700	11	0	11
Portland, Oreg	207,214	637	1,006	1,050	1,000	1,050	5	0	5
Scranton, Pa	129,867	415	613	660	550	660	17	0	17
Providence, R. I	224,326	585	750	800	650	800	19	0	19
Memphis, Tenn	131,105	344	803	720	600	900	17	25	42
Nashville, Tenn	110,364	288	711	730	630	830	14	14	27
Richmond, Va	127,628	328	578	595	460	720	23	21	44
Seattle, Wash	237,194	675	1,021	1,050	990	1,050	6	0	6
Spokane, Wash	104,402	354	948	1,000	850	1,000	15	0	15
Cities having 50,000 and fewer than 100,000 inhabitants.									
Waterbury, Conn	73,141	207	684	700	600	800	14	14	29
Savannah, Ga	65,064	146	560	540	495	675	8	25	33
East St. Louis, Ill	58,547	156	636	650	550	700	15	8	23
Springfield, Ill	51,678	154	731	800	700	800	13	0	13
Evansville, Ind	69,647	192	683	750	650	750	13	0	13
Fort Wayne, Ind	63,933	137	730	776	700	800	10	3	13
Terre Haute, Ind	58,157	201	655	680	640	680	6	0	6
Des Moines, Iowa	86,368	417	773	800	700	850	13	6	19
Kansas City, Kans	82,331	263	678	720	540	793	25	10	35
Wichita, Kans	52,450	177	633	675	585	675	13	0	13
Covington, Ky	53,270	118	699	750	600	750	20	0	20
Holyoke, Mass	57,730	163	688	700	700	700	0	0	0
Lawrence, Mass	85,892	182	713	750	750	750	0	0	0
Lynn, Mass	89,336	260	667	700	700	700	0	0	0
New Bedford, Mass	96,652	279	730	750	700	750	7	0	7
Somerville, Mass	77,236	212	727	750	750	750	0	0	0
Springfield, Mass	88,926	333	760	750	725	800	3	7	10
Saginaw, Mich.:									
East Side	50,510	90	547	600	450	600	25	0	25
West side		52	546	575	450	625	22	9	30
Duluth, Minn	78,466	309	724	750	650	800	13	7	20
St. Joseph, Mo	77,403	234	632	657	513	720	22	10	32
Manchester, N. H	70,063	51	543	550	450	650	18	18	36
Bayonne, N. J	55,545	194	850	920	720	950	22	3	25

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 50,000 and fewer than 100,000 inhabitants—Continued.									
Elizabeth, N. J	73,409	195	$651	$675	$505	$775	25	15	40
Hoboken, N. J	70,324	214	988	1,104	792	1,200	28	9	37
Passaic, N. J	54,773	183	748	750	700	850	7	13	20
Trenton, N. J	96,815	318	678	680	520	840	24	24	47
Schenectady, N. Y	72,826	273	602	600	500	675	17	13	29
Troy, N. Y	76,813	155	655	650	650	650	0	0	0
Utica, N. Y	74,419	277	656	700	650	700	7	0	7
Canton, Ohio	50,217	177	607	700	425	750	39	7	46
Youngstown, Ohio	79,066	233	773	800	700	900	13	13	25
Allentown, Pa	51,913	159	476	508	479	512	6	1	6
Altoona, Pa	52,127	176	545	540	495	585	8	8	17
Harrisburg, Pa	64,186	200	572	570	499	641	12	12	25
Reading, Pa	96,071	293	535	510	510	550	0	8	8
Wilkes-Barre, Pa	67,105	200	609	600	500	700	17	17	33
Pawtucket, R. I	51,622	150	625	684	532	722	22	6	28
Charleston, S. C	58,833	103	536	572	473	630	17	10	27
Dallas, Tex	92,104	290	670	720	594	776	18	8	25
Houston, Tex	78,800	272	636	630	540	765	14	21	36
San Antonio, Tex	96,614	260	709	720	621	765	14	6	20
Salt Lake City, Utah	92,777	461	805	830	650	980	22	18	40
Tacoma, Wash	83,743	247	903	960	840	960	13	0	13
Cities having 25,000 and fewer than 50,000 inhabitants.									
Berkeley, Cal	40,434	132	1,126	1,140	1,020	1,200	11	5	16
Pasadena, Cal	30,291	148	1,037	1,100	1,000	1,100	9	0	9
Sacramento, Cal	44,696	172	1,137	1,080	1,080	1,200	0	11	11
San Diego, Cal	39,578	150	917	936	864	984	8	5	13
Colorado Springs, Colo	29,946	109	871	924	816	960	12	4	16
Pueblo, Colo., District No. 1	[1] 44,395	63	726	750	650	850	13	13	27
Meriden, Conn	32,066	81	677	720	640	720	11	0	11
New Britain, Conn	43,916	131	605	610	530	650	13	7	20
Tampa, Fla	37,782	99	441	471	471	471	0	0	0
Augusta, Ga	41,040	109	532	570	480	660	16	16	32
Macon, Ga	40,665	162	469	495	337	585	32	18	50
Aurora, Ill.:									
East Side	29,807	41	573	600	500	700	17	17	33
West side		24	605	600	550	700	8	17	25
Danville, Ill	27,871	108	599	620	550	635	11	2	14
Joliet, Ill	34,670	129	655	700	550	775	21	11	32
Rockford, Ill	45,401	151	544	600	500	600	17	0	17
Cedar Rapids, Iowa	32,811	124	590	630	495	675	21	7	29
Dubuque, Iowa	38,494	83	538	550	490	600	11	9	20
Sioux City, Iowa	47,828	190	611	600	585	640	3	7	9
Waterloo, Iowa	26,693	55	552	563	518	585	8	4	12
Topeka, Kans	43,684	170	700	720	585	855	19	19	38
Newport, Ky	30,309	75	630	750	500	750	33	0	33
Lewiston, Me	26,247	30	614	600	600	625	0	4	4
Chelsea, Mass	32,452	134	663	700	600	750	14	7	21
Everett, Mass	33,484	139	652	675	650	700	4	4	7
Haverhill, Mass	44,115	151	645	700	600	700	14	0	14
Malden, Mass	44,404	143	679	700	650	700	7	0	7
Newton, Mass	39,806	114	756	775	725	800	6	3	10
Pittsfield, Mass	32,121	155	615	680	520	720	24	6	29
Salem, Mass	43,697	105	617	650	600	650	8	0	8
Waltham, Mass	27,834	55	699	700	700	700	0	0	0
Battle Creek, Mich	25,267	91	583	600	550	650	8	8	17
Bay City, Mich	45,166	142	555	600	450	650	25	8	33
Calumet, Mich	32,845	136	642	700	550	700	21	0	21
Jackson, Mich	31,433	94	588	600	550	625	8	4	13
Kalamazoo, Mich	39,437	107	635	630	570	690	10	10	19
Lansing, Mich	31,229	88	585	600	600	600	0	0	0
Lincoln, Nebr	43,973	158	738	732	684	781	7	7	13
South Omaha, Nebr	26,259	115	662	665	618	713	7	7	14
Atlantic City, N. J	46,150	151	769	750	700	850	7	13	20
East Orange, N. J	34,371	128	802	800	700	900	13	13	25
Orange, N. J	29,630	88	755	800	700	800	13	0	13

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[1] Population of entire city.

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 25,000 and fewer than 50,000 inhabitants—Continued.									
Perth Amboy, N. J.	32,121	117	$710	$710	$590	$830	17	17	34
West Hoboken, N. J.	35,403	112	858	836	716	1,016	14	22	36
Amsterdam, N. Y.	31,267	74	549	525	525	600	0	14	14
Auburn, N. Y.	34,668	94	584	600	555	600	8	0	8
Binghamton, N. Y.	48,443	150	490	500	500	500	0	0	0
Elmira, N. Y.	37,176	126	549	575	525	575	9	0	9
Jamestown, N. Y.	31,297	104	564	575	500	625	13	9	22
Kingston, N. Y.	25,908	78	622	650	600	650	8	0	8
Mount Vernon, N. Y.	30,919	128	846	800	720	1,040	10	30	40
New Rochelle, N. Y.	28,867	118	830	850	750	930	12	9	21
Niagara Falls, N. Y.	30,445	106	657	683	604	683	12	0	12
Poughkeepsie, N. Y.	27,936	70	569	550	550	600	0	9	9
Watertown, N. Y.	26,730	105	472	480	480	480	0	0	0
Charlotte, N. C.	34,014	101	426	450	360	495	20	10	30
Hamilton, Ohio	35,279	113	666	665	617	713	7	7	14
Lima, Ohio	30,538	99	534	570	475	618	17	8	25
Newark, Ohio	25,404	79	538	560	480	600	14	7	21
Zanesville, Ohio	28,026	72	582	600	600	600	0	0	0
Chester, Pa.	38,537	113	506	523	475	523	9	0	9
Easton, Pa.	28,523	89	546	550	500	600	9	9	18
Hazleton, Pa.	25,452	83	540	550	500	600	9	9	18
Lancaster, Pa.	47,227	130	574	550	550	575	0	5	5
McKeesport, Pa.	42,694	155	553	585	450	630	23	8	31
New Castle, Pa.	36,280	139	526	540	495	558	8	3	12
Shenandoah, Pa.	25,774	66	510	495	495	540	0	9	9
Williamsport, Pa.	31,860	100	542	510	465	600	9	18	26
York, Pa.	44,750	126	483	477	450	513	6	8	13
Newport, R. I.	27,149	63	578	600	532	600	11	0	11
Warwick, R. I.	26,629	77	523	560	500	560	11	0	11
Woonsocket, R. I.	38,125	76	574	600	500	600	17	0	17
Columbia, S. C.	26,319	49	530	594	396	594	33	0	33
Chattanooga, Tenn.	44,604	107	545	540	450	675	17	25	42
Knoxville, Tenn.	36,346	93	525	570	428	665	25	17	42
El Paso, Tex.	39,279	109	687	720	608	765	16	6	22
Ogden, Utah	25,580	129	638	635	525	728	17	15	32
Portsmouth, Va.	33,190	80	489	550	400	575	27	5	82
Wheeling, W. Va.	41,641	138	612	590	590	640	0	8	8
Green Bay, Wis.	25,236	77	529	520	500	600	4	15	19
La Crosse, Wis.	30,417	83	606	600	575	625	4	4	8
Madison, Wis.	25,531	69	634	625	600	650	4	4	8
Oshkosh, Wis.	33,062	89	542	550	500	575	9	5	14
Racine, Wis.	38,002	125	631	675	600	700	11	4	15
Sheboygan, Wis.	26,398	69	575	575	550	600	4	4	9
Superior, Wis.	40,384	129	670	713	618	760	13	7	20
Cities having 10,000 and fewer than 25,000 inhabitants.									
Anniston, Ala.	12,794	26	492	501	431	549	14	10	24
Selma, Ala.	13,649	23	552	675	315	675	53	0	53
Phoenix, Ariz.	11,134	57	796	810	765	810	6	0	6
Argenta, Ark.	11,138	30	550	550	550	550	0	0	0
Fort Smith, Ark.	23,975	79	546	585	450	630	23	8	31
Alameda, Cal.	23,383	74	1,051	1,110	1,020	1,140	8	3	11
Bakersfield, Cal.	12,727	58	844	810	810	900	0	11	11
Eureka, Cal.	11,845	37	833	850	810	850	5	0	5
Fresno, Cal.	24,892	132	955	950	900	1,050	5	11	16
Long Beach, Cal.	17,809	94	920	1,000	825	1,000	18	0	18
Pomona, Cal.	10,207	53	856	900	840	900	7	0	7
Redlands, Cal.	10,449	40	848	855	765	960	11	12	23
San Bernardino, Cal.	12,779	42	706	720	653	765	9	6	16
Santa Barbara, Cal.	11,659	35	887	900	850	950	6	6	11
Santa Cruz, Cal.	11,146	37	800	780	780	840	0	8	8
Stockton, Cal.	23,253	96	1,020	1,020	1,020	1,020	0	0	0
Vallejo, Cal.	11,340	35	965	960	900	1,077	6	12	18
Trinidad, Colo.	10,204	44	741	750	700	775	7	3	10
Ansonia, Conn.	15,152	49	699	700	700	700	0	0	0
Danbury, Conn.	23,502	53	642	640	613	667	4	4	8
Manchester, Conn.	13,641	21	488	494	456	494	8	0	8
Middletown, Conn.	11,851	31	566	530	530	615	9	6	15
Naugatuck, Conn.	12,722	41	546	575	475	600	17	4	22

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.									
New London, Conn.	19,659	87	$553	$525	$475	$650	10	24	33
Wallingford, Conn.	11,155	41	551	575	525	600	9	4	13
Athens, Ga.	14,913	44	509	600	350	600	42	0	42
Columbus, Ga.	20,554	55	478	550	300	600	45	9	55
Rome, Ga.	12,099	29	512	495	495	585	0	18	18
Boise, Idaho	17,358	78	899	900	900	960	0	7	7
Alton, Ill.	17,528	66	535	575	450	600	22	4	26
Belleville, Ill.	21,122	48	641	650	600	700	8	8	15
Cairo, Ill.	14,548	41	451	450	383	518	15	15	30
Canton, Ill.	10,453	37	459	473	450	495	5	5	10
Champaign, Ill.	12,421	45	564	585	540	585	8	0	8
Chicago Heights, Ill.	14,525	45	604	625	575	650	8	4	12
Cicero, Ill.	14,557	54	706	700	600	850	14	21	35
Evanston, Ill.:									
District No. 75	24,978	73	788	800	750	825	6	3	9
District No. 76		40	858	850	775	950	9	12	21
Freeport, Ill.	17,567	48	524	550	425	600	23	9	32
Galesburg, Ill.	22,089	61	536	563	450	630	20	12	32
Jacksonville, Ill.	15,326	47	530	540	495	540	8	0	8
Kankakee, Ill.	13,986	36	486	540	450	540	17	0	17
La Salle, Ill.	11,537	22	686	700	700	700	0	0	0
Lincoln, Ill.	10,892	25	481	450	425	500	6	11	17
Mattoon, Ill.	11,456	44	493	495	450	562	9	14	23
Moline, Ill.	24,199	86	595	630	495	675	21	7	29
Oak Park, Ill.	19,444	99	780	750	700	850	7	13	20
Rock Island, Ill.	24,335	73	576	630	540	630	14	0	14
Waukegan, Ill.	16,169	47	627	650	500	700	23	8	31
East Chicago, Ind.	19,098	51	713	700	700	750	0	7	7
Gary, Ind.	16,802	33	786	800	750	850	6	6	12
Huntington, Ind.	10,272	31	650	653	653	653	0	0	0
Jeffersonville, Ind.	10,412	35	540	584	488	592	16	1	18
Kokomo, Ind.	17,010	57	574	611	515	618	16	1	17
Laporte, Ind.	10,525	34	647	646	646	675	0	4	4
Logansport, Ind.	19,050	61	570	630	540	630	14	0	14
Marion, Ind.	19,350	79	590	625	585	630	6	1	7
Mishawaka, Ind.	11,886	45	564	621	513	621	17	0	17
Muncie, Ind.	24,005	105	605	641	601	642	6	(1)	6
Peru, Ind.	10,910	31	573	612	510	621	17	1	18
Boone, Iowa	10,347	42	461	473	428	540	10	14	24
Burlington, Iowa	24,324	72	599	627	561	658	11	5	15
Fort Dodge, Iowa	15,543	47	561	563	540	585	4	4	8
Keokuk, Iowa	14,008	46	570	570	546	618	4	8	13
Marshalltown, Iowa	13,374	46	625	600	600	650	0	8	8
Mason City, Iowa	11,230	39	557	563	518	608	8	8	16
Muscatine, Iowa	16,178	58	574	600	550	600	8	0	8
Ottumwa, Iowa	22,012	107	516	523	428	665	18	27	45
Coffeyville, Kans.	12,687	59	548	540	540	585	0	8	8
Fort Scott, Kans.	10,463	34	585	585	585	585	0	0	0
Hutchinson, Kans.	16,364	65	567	563	540	608	4	8	12
Independence, Kans.	10,480	41	579	630	563	630	11	0	11
Lawrence, Kans.	12,374	39	533	540	518	585	4	8	12
Parsons, Kans.	12,463	43	534	531	489	574	8	8	16
Frankfort, Ky.	10,465	26	488	500	450	525	10	5	15
Henderson, Ky.	11,452	47	448	475	400	500	16	5	21
Owensboro, Ky.	16,011	52	434	428	405	495	5	16	21
Monroe, La.	10,209	19	517	540	495	585	8	8	17
Auburn, Me.	15,064	52	437	450	375	525	17	17	33
Augusta, Me.	13,211	29	461	475	425	525	11	11	21
Bangor, Me.	24,803	80	597	648	558	648	14	0	14
Arlington, Mass.	11,187	46	662	700	650	700	7	0	7
Attleboro, Mass.	16,215	53	584	600	550	625	8	4	13
Beverly, Mass.	18,650	89	648	700	600	700	14	0	14
Clinton, Mass.	13,075	45	618	605	605	605	0	0	0
Framingham, Mass.	12,948	46	602	650	600	650	8	0	8
Gardner, Mass.	14,699	40	507	518	518	518	0	0	0
Gloucester, Mass.	24,398	104	527	525	525	575	0	10	10
Greenfield, Mass.	10,427	29	535	500	500	600	0	20	20
Leominster, Mass.	17,580	46	547	570	494	589	13	3	17
Marlboro, Mass.	14,579	47	605	600	600	600	0	0	0
Medford, Mass.	23,150	87	678	700	700	700	0	0	0

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[1] Less than 1 per cent.

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.									
Melrose, Mass	15,715	77	$714	$650	$650	$750	0	15	15
Methuen, Mass	11,448	41	479	456	418	576	8	26	35
Milford, Mass	13,055	41	561	600	600	600	0	0	0
Newburyport, Mass	14,949	38	577	600	575	600	4	0	4
North Adams, Mass	22,019	75	532	560	494	570	12	2	14
Revere, Mass	18,219	92	598	600	550	625	8	4	13
Southbridge, Mass	12,592	21	484	480	480	480	0	0	0
Wakefield, Mass	11,404	52	607	625	575	650	8	4	12
Webster, Mass	11,509	25	539	540	540	580	0	7	7
Westfield, Mass	16,044	54	479	460	460	460	0	0	0
Weymouth, Mass	12,895	45	529	550	500	550	9	0	9
Woburn, Mass	15,308	46	616	600	600	650	0	8	8
Adrian, Mich	10,763	34	585	600	550	600	8	0	8
Alpena, Mich	12,706	34	516	540	500	540	7	0	7
Ann Arbor, Mich	14,817	44	666	700	650	700	7	0	7
Escanaba, Mich	13,194	43	520	550	450	625	18	14	32
Holland, Mich	10,490	40	509	500	475	550	5	10	15
Ironwood, Mich	12,821	47	568	600	600	650	0	8	8
Marquette, Mich	11,503	36	611	625	575	650	8	4	12
Menominee, Mich	10,507	48	559	570	546	594	4	4	8
Muskegon, Mich	24,062	77	551	650	450	650	31	0	31
Port Huron, Mich	18,863	62	465	450	425	525	6	17	22
Sault Ste. Marie, Mich	12,615	40	615	600	575	650	4	8	13
Mankato, Minn	10,365	25	510	518	473	540	9	4	13
St. Cloud, Minn	10,600	22	559	563	540	585	4	4	8
Winona, Minn	18,583	52	577	570	545	615	4	8	12
Hattiesburg, Miss	11,733	35	486	540	495	540	8	0	8
Meridian, Miss	23,285	74	478	518	450	585	13	13	26
Vicksburg, Miss	20,814	43	416	495	297	540	40	9	49
Hannibal, Mo	18,341	58	465	450	405	495	10	10	20
Sedalia, Mo	17,822	62	457	450	405	540	10	20	30
Webb, Mo	11,817	39	373	360	338	405	6	13	19
Great Falls, Mont	13,198	65	877	900	850	920	6	2	8
Missoula, Mont	12,869	51	1,022	1,080	960	1,080	11	0	11
Grand Island, Nebr	10,326	42	521	540	473	540	12	0	12
Reno, Nev	10,867	31	865	900	850	900	6	0	6
Dover, N. H	13,247	32	556	550	550	550	0	0	0
Keene, N. H	10,068	38	453	504	396	504	21	0	21
Laconia, N. H	10,183	35	439	425	396	468	7	10	17
Portsmouth, N. H	11,269	30	603	650	600	650	8	0	8
Asbury Park, N. J	10,150	50	741	775	700	800	10	3	13
Bridgeton, N. J	14,209	48	508	500	450	575	10	15	25
Hackensack, N. J	14,050	60	753	750	700	800	7	7	13
Harrison, N. J	14,498	27	745	750	600	900	20	20	40
Irvington, N. J	11,877	62	748	725	650	850	10	17	28
Kearny, N. J	18,659	76	748	750	700	800	7	7	13
Long Branch, N. J	13,298	58	724	725	650	770	10	6	17
Millville, N. J	12,451	44	461	475	400	525	16	11	26
Montclair, N. J	21,550	82	853	875	750	925	14	6	20
Morristown, N. J	12,507	33	754	775	750	775	3	0	3
New Brunswick, N. J	23,388	56	653	650	590	750	9	15	25
North Bergen, N. J	15,662	97	693	700	580	785	17	12	29
Plainfield, N. J	20,550	94	804	800	700	900	13	13	25
West New York, N. J	13,560	67	726	710	650	800	8	13	21
Albuquerque, N. Mex	11,020	39	677	650	650	750	0	15	15
Batavia, N. Y	11,613	40	495	525	450	550	14	5	19
Cohoes, N. Y	24,709	43	550	550	550	550	0	0	0
Corning, N. Y	13,730	19	587	588	550	600	6	2	9
Dunkirk, N. Y	17,221	47	568	600	550	600	8	0	8
Fulton, N. Y	10,480	33	510	500	500	550	0	10	10
Geneva, N. Y	12,446	37	620	600	600	650	0	8	8
Gloversville, N. Y	20,642	49	549	550	500	550	9	0	9
Hornell, N. Y	13,617	49	495	500	480	520	4	4	8
Hudson, N. Y	11,417	26	551	550	550	575	0	5	5
Ithaca, N. Y	14,802	45	579	550	525	625	5	14	18
Johnstown, N. Y	10,447	28	535	525	525	550	0	5	5
Lackawanna, N. Y	14,549	28	530	505	440	675	13	34	47
Little Falls, N. Y	12,273	25	577	600	600	600	0	0	0
Lockport, N. Y	17,970	57	477	466	452	505	3	8	11
Middletown, N. Y	15,313	48	627	650	575	650	12	0	12
North Tonawanda, N. Y	11,955	42	612	620	580	660	6	6	13
Olean, N. Y	14,743	51	544	550	525	575	5	5	9

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912-13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.									
Peekskill, N. Y.:									
District No. 7	15,245	24	$603	$600	$550	$650	8	8	17
District No. 8		20	678	700	650	700	7	0	7
Port Chester, N. Y	12,809	55	796	800	700	900	13	13	25
Rensselaer, N. Y	10,711	40	553	540	540	540	0	0	0
Rome, N. Y	20,497	45	519	500	500	550	0	10	10
Saratoga Springs, N. Y	12,693	42	564	600	550	600	8	0	8
Asheville, N. C	18,762	59	470	450	400	550	11	22	33
Durham, N. C	18,241	67	414	400	300	500	25	25	50
Raleigh, N. C	19,218	65	399	420	315	500	25	19	44
Winston-Salem, N. C	17,167	78	367	405	298	450	26	11	38
Fargo, N. Dak	14,331	55	683	713	665	713	7	0	7
Alliance, Ohio	15,083	48	513	500	450	600	10	20	30
Bellaire, Ohio	12,946	39	508	525	420	595	20	13	33
Chillicothe, Ohio	14,508	52	513	500	500	550	0	10	10
Elyria, Ohio	14,825	54	588	600	550	600	8	0	8
Lancaster, Ohio	13,093	47	502	500	450	550	10	10	20
Middletown, Ohio	13,152	48	584	560	510	660	9	18	27
Norwood, Ohio	16,185	46	777	740	650	950	12	28	41
Piqua, Ohio	13,388	36	528	500	475	600	5	20	25
Portsmouth, Ohio	23,481	79	507	500	425	550	15	10	25
Sandusky, Ohio	19,989	50	605	675	525	675	22	0	22
Tiffin, Ohio	11,894	24	536	550	500	575	9	5	14
Chickasha, Okla	10,320	34	551	540	540	540	0	0	0
Enid, Okla	13,799	43	516	495	495	540	0	9	9
McAlester, Okla	12,954	34	503	518	450	585	13	13	26
Tulsa, Okla	18,182	84	604	608	563	630	7	4	11
Salem, Oreg	14,094	54	644	675	585	675	13	0	13
Beaver Falls, Pa	12,191	31	547	513	450	630	12	23	35
Braddock, Pa	19,357	49	592	630	495	675	21	7	29
Butler, Pa	20,728	59	498	495	450	560	9	13	22
Carlisle, Pa	10,303	27	504	490	490	490	0	0	0
Carnegie, Pa	10,009	33	632	585	585	653	0	12	12
Chambersburg, Pa	11,800	39	572	585	540	605	8	3	11
Coaldale, Pa	17,040	23	452	450	450	450	0	0	0
Dunmore, Pa	17,615	61	536	550	500	600	9	9	18
Greensburg, Pa	13,012	45	579	585	540	585	8	0	8
Lebanon, Pa	19,240	56	454	450	450	468	0	4	4
McKees Rocks, Pa	14,702	26	598	600	500	700	17	17	33
Mount Carmel, Pa	17,532	47	493	468	450	495	4	6	10
Nanticoke, Pa	18,877	57	489	500	400	520	20	4	24
Phoenixville, Pa	10,743	28	503	499	475	546	5	9	14
Pittston, Pa	16,267	57	506	475	475	570	0	20	20
Pottstown, Pa	15,599	65	501	500	500	500	0	0	0
Shamokin, Pa	19,588	60	429	428	428	428	0	0	0
Sharon, Pa	15,270	51	503	495	450	540	9	9	18
South Bethlehem, Pa	19,973	43	567	602	501	602	17	0	17
Sunbury, Pa	13,770	45	497	513	468	513	9	0	9
Uniontown, Pa	13,344	53	536	540	495	585	8	8	17
Washington, Pa	18,778	74	561	585	540	585	8	0	8
West Chester, Pa	11,767	26	608	600	550	650	8	8	17
Wilkinsburg, Pa	18,924	68	726	720	675	765	6	6	13
Central Falls, R. I	22,754	41	572	600	560	600	7	0	7
Spartanburg, S. C	17,517	54	407	495	240	495	52	0	52
Sioux Falls, S. Dak	14,094	59	673	700	650	700	7	0	7
Beaumont, Tex	20,640	60	540	540	450	630	17	17	33
Cleburne, Tex	10,364	36	480	450	450	540	0	20	20
Dennison, Tex	13,632	39	554	540	495	540	8	0	8
Marshall, Tex	11,452	33	459	495	360	518	27	5	32
Palestine, Tex	10,482	41	488	495	450	585	9	18	27
Temple, Tex	10,993	39	512	540	450	585	17	8	25
Burlington, Vt	20,468	74	456	500	375	525	25	5	30
Alexandria, Va	15,329	31	515	550	450	550	18	0	18
Danville, Va	19,020	64	484	540	330	605	39	12	51
Staunton, Va	10,604	24	411	405	315	495	22	22	44
Aberdeen, Wash	13,660	34	790	770	720	877	6	14	20
Everett, Wash	24,814	88	858	900	840	900	7	0	7
North Yakima, Wash	14,082	58	815	800	750	900	6	13	19
Bluefield, W. Va	11,188	43	533	540	540	540	0	0	0
Charleston, W. Va	22,996	113	513	522	468	567	10	9	19

Table 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

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1	2	3	4	5	6	7	8	9	10
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.									
Appleton, Wis	16,773	49	$542	$540	$518	$563	4	4	8
Ashland, Wis	11,594	41	569	570	540	660	5	16	21
Beloit, Wis	15,125	46	559	570	494	570	13	0	13
Eau Claire, Wis	18,310	76	523	540	510	540	6	0	6
Fond du Lac, Wis	18,797	51	544	560	530	560	5	0	5
Janesville, Wis	13,894	47	565	575	525	600	9	4	13
Kenosha, Wis	21,371	66	580	570	523	618	8	8	17
Manitowoc, Wis	13,027	28	555	550	525	600	5	9	14
Marinette, Wis	14,610	41	522	525	498	525	5	0	5
Wausau, Wis	16,560	51	509	495	495	540	0	9	9
Cheyenne, Wyo	11,320	33	829	840	810	900	4	7	11
Cities having 5,000 and fewer than 10,000 inhabitants.									
Florence, Ala	6,689	17	374	396	360	432	9	9	18
Huntsville, Ala	7,611	20	391	505	270	505	47	0	47
New Decatur, Ala	6,118	22	415	405	405	450	0	11	11
Bisbee, Ariz	9,019	25	744	743	698	788	6	6	12
Douglas, Ariz	6,437	51	753	765	720	765	6	0	6
Prescott, Ariz	5,092	7	818	850	750	850	12	0	12
Helena, Ark	8,772	20	441	360	360	540	0	50	50
Paragould, Ark	5,248	12	427	440	400	440	9	0	9
Alhambra, Cal	5,021	28	1,001	998	998	1,045	0	5	5
Marysville, Cal	5,430	9	822	800	800	800	0	0	0
San Rafael, Cal	5,934	13	900	900	900	900	0	0	0
Santa Ana, Cal	8,429	35	743	743	743	743	0	0	0
Boulder, Colo	9,539	33	716	765	630	810	18	6	24
Canon City, Colo	5,162	23	667	675	630	675	7	0	7
Cripple Creek, Colo	6,206	51	757	744	696	840	6	13	19
Leadville, Colo	7,508	19	681	660	660	720	0	9	9
Branford, Conn	6,047	24	480	500	450	500	10	0	10
Derby, Conn	8,991	23	652	650	650	700	0	8	8
East Hartford, Conn	8,138	39	438	425	400	456	6	7	13
Fairfield, Conn	6,134	29	525	525	525	525	0	0	0
Groton, Conn	6,495	26	392	405	360	405	11	0	11
Huntington, Conn	6,545	26	539	550	475	575	14	5	18
Killingly, Conn	6,564	26	435	418	380	456	9	9	18
New Milford, Conn	5,010	9	467	450	450	500	0	11	11
Plainfield, Conn	6,719	23	414	419	419	419	0	0	0
Plymouth, Conn	5,021	26	420	420	420	420	0	0	0
Putnam, Conn	7,280	15	468	500	500	500	0	0	0
Southington, Conn	6,516	31	481	500	475	500	5	0	5
Stafford, Conn	5,233	27	376	370	296	444	20	20	40
Stonington, Conn	9,154	37	439	449	410	468	9	4	13
Stratford, Conn	5,712	30	535	550	500	600	9	9	18
Winchester, Conn	8,679	24	561	550	525	600	5	9	14
Albany, Ga	8,190	21	450	540	370	540	31	0	31
Americus, Ga	8,063	32	388	450	225	495	50	10	60
Dublin, Ga	5,795	18	495	495	495	495	0	0	0
Elberton, Ga	6,483	18	391	450	200	450	56	0	56
Fitzgerald, Ga	5,795	18	447	495	450	518	9	5	14
Gainesville, Ga	5,925	26	358	360	315	405	13	13	25
Marietta, Ga	5,949	12	495	495	495	495	0	0	0
Thomasville, Ga	6,727	20	422	475	450	500	5	5	11
Lewiston, Idaho	6,043	14	681	720	630	720	13	0	13
Pocatello, Idaho	9,110	29	738	720	720	749	0	4	4
Beardstown, Ill	6,107	24	490	495	450	495	9	0	9
Berwyn, Ill	5,841	26	710	700	650	775	7	11	18
Centralia, Ill	9,680	36	422	405	383	473	5	17	22
Charleston, Ill	5,884	21	469	450	405	518	10	15	25
Dekalb, Ill	8,102	27	586	600	525	650	13	8	21
Dixon, Ill	7,216	14	461	495	405	495	18	0	18
Edwardsville, Ill	5,014	20	488	495	450	540	9	9	18
Forest Park, Ill	6,594	25	598	600	550	625	8	4	13
Granite, Ill	9,903	38	528	540	450	585	17	8	25
Harvey, Ill	7,227	25	608	575	550	670	4	17	21
Herrin, Ill	6,861	30	378	340	340	404	0	19	19

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 5,000 and fewer than 10,000 inhabitants—Continued.									
Kewanee, Ill	9,307	56	$533	$494	$451	$617	9	25	34
Monmouth, Ill	9,128	31	544	540	518	585	4	8	12
Mount Carmel, Ill	6,934	19	460	460	440	460	4	0	4
Murphysboro, Ill	7,485	23	419	420	420	440	0	5	5
Olney, Ill	5,011	17	387	360	360	405	0	13	13
Ottawa, Ill	9,535	32	622	625	625	625	0	0	0
Pana, Ill	6,055	4	563	563	563	563	0	0	0
Paris, Ill	7,664	28	483	495	450	540	9	9	18
Pekin, Ill	9,897	34	563	575	500	600	13	4	17
Peru, Ill	7,984	15	563	600	500	625	17	4	21
Spring Valley, Ill	7,035	16	363	360	360	360	0	0	0
Staunton, Ill	5,048	15	436	425	425	468	0	10	10
Sterling, Ill	7,467	12	558	600	550	650	8	8	17
Taylorville, Ill	5,446	11	511	495	495	495	0	0	0
Urbana, Ill	8,245	32	532	540	495	563	8	4	13
Bedford, Ind	8,716	35	544	612	509	630	17	3	20
Clinton, Ind	6,229	26	583	585	585	630	0	8	8
Columbus, Ind	8,813	28	570	585	513	630	12	8	20
Connersville, Ind	7,738	22	602	630	518	630	18	0	18
Crawfordsville, Ind	9,371	25	602	627	612	658	2	5	7
Frankfort, Ind	8,634	35	578	613	515	613	16	0	16
Goshen, Ind	8,514	29	596	618	585	630	5	2	7
Greensburg, Ind	5,420	20	609	630	612	630	3	0	3
Hartford, Ind	6,187	23	566	609	510	621	16	2	18
Lebanon, Ind	5,474	19	574	612	518	620	15	1	17
Linton, Ind	5,906	20	541	585	510	630	13	8	21
Madison, Ind	6,934	24	660	691	679	693	2	(1)	2
New Castle, Ind	9,446	34	606	612	612	630	0	3	3
Noblesville, Ind	5,073	17	597	630	531	632	16	(1)	16
Portland, Ind	5,130	14	582	614	515	630	16	3	19
Shelbyville, Ind	9,500	32	595	621	522	630	16	1	17
Wabash, Ind	8,687	34	587	614	530	625	14	2	15
Whiting, Ind	6,587	16	664	650	650	650	0	0	0
Cedar Falls, Iowa	5,012	13	595	585	585	585	0	0	0
Centerville, Iowa	6,936	30	449	441	432	495	2	12	14
Charles City, Iowa	5,892	22	531	500	490	560	2	12	14
Creston, Iowa	6,924	24	464	450	450	473	0	5	5
Fort Madison, Iowa	8,900	21	471	450	450	540	0	20	20
Grinnell, Iowa	5,036	17	518	518	495	540	4	4	9
Oelwein, Iowa	6,028	21	475	473	473	435	0	5	5
Oskaloosa, Iowa	9,466	39	534	540	540	540	0	0	0
Arkansas City, Kans	7,508	27	513	518	495	540	4	4	9
Chanute, Kans	9,272	7	511	540	450	585	17	8	25
Emporia, Kans	9,058	29	564	567	540	618	5	9	14
Galena, Kans	6,096	22	417	428	383	428	11	0	11
Iola, Kans	9,032	39	470	473	428	495	10	5	14
Junction City, Kans	5,598	20	534	540	495	585	8	8	17
Newton, Kans	7,862	20	486	495	473	495	4	0	4
Ottawa, Kans	7,650	26	565	585	540	585	8	0	8
Salina, Kans	9,688	42	558	540	495	630	8	17	25
Wellington, Kans	7,034	20	520	495	495	540	0	9	9
Ashland, Ky	8,688	38	459	495	405	495	18	0	18
Bellevue, Ky	6,683	24	597	600	550	675	8	13	21
Danville, Ky	5,420	12	540	540	540	540	0	0	0
Dayton, Ky	6,979	20	493	500	475	550	5	10	15
Hopkinsville, Ky	9,419	21	490	500	450	500	10	0	10
Mayfield, Ky	5,916	17	481	486	432	513	11	6	17
Maysville, Ky	6,141	19	503	500	400	600	20	20	40
Lafayette, La	6,392	24	531	540	540	585	0	8	8
Bath, Me	9,396	29	375	342	342	400	0	17	17
Brewer, Me	5,667	23	397	400	378	432	6	8	14
Brunswick, Me	6,621	13	373	364	324	400	11	10	21
Calais, Me	6,116	29	335	342	342	360	0	5	5
Gardiner, Me	5,311	26	416	432	360	468	17	8	25
Houlton, Me	5,845	27	445	432	414	468	4	8	13
Presque Isle, Me	5,179	32	442	432	432	468	0	8	8
Rockland, Me	8,174	29	471	475	450	500	5	5	11
Rumford, Me	6,777	35	442	450	396	486	12	8	20
Saco, Me	6,583	21	508	500	500	525	0	5	5
Sanford, Me	9,049	30	479	450	450	564	0	25	25

[1] Less than 1 per cent.

Table 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 5,000 and fewer than 10,000 inhabitants—Continued.									
South Portland, Me.	7,471	48	$459	$432	$396	$468	8	8	17
Annapolis, Md.	8,609	16	425	400	350	500	13	25	38
Frostburg, Md.	6,028	20	499	495	484	506	2	2	4
Abington, Mass.	5,455	11	700	700	700	700	0	0	0
Amherst, Mass.	5,112	19	514	500	500	525	0	5	5
Athol, Mass.	8,536	29	446	456	418	456	8	0	8
Belmont, Mass.	5,542	22	634	625	600	650	4	4	8
Bridgewater, Mass.	7,688	12	650	650	650	650	0	0	0
Concord, Mass.	6,421	23	620	650	600	650	8	0	8
Danvers, Mass.	9,407	32	553	600	500	600	17	0	17
Easthampton, Mass.	8,524	23	449	475	399	494	16	4	20
Easton, Mass.	5,139	27	495	500	450	550	10	10	20
Franklin, Mass.	5,641	25	505	513	475	513	7	0	7
Grafton, Mass.	5,705	14	418	418	380	456	9	9	18
Great Barrington, Mass.	5,926	23	509	532	494	532	7	0	7
Mansfield, Mass.	5,183	19	479	500	450	500	10	0	10
Maynard, Mass.	6,390	22	525	525	525	525	0	0	0
Middleboro, Mass.	8,214	16	489	456	456	520	0	14	14
Montague, Mass.	6,866	22	467	475	425	500	11	5	16
Natick, Mass.	9,866	29	588	600	600	600	0	0	0
Needham, Mass.	5,026	27	612	600	600	648	0	8	8
North Andover, Mass.	5,529	22	533	551	513	551	7	0	7
North Attleboro, Mass.	9,562	34	553	575	500	600	13	4	17
Northbridge, Mass.	8,807	35	490	494	456	513	8	4	12
Norwood, Mass.	8,014	39	619	650	550	675	15	4	19
Palmer, Mass.	8,610	30	433	418	380	494	9	18	27
Reading, Mass.	5,818	20	560	550	500	600	9	9	18
Rockland, Mass.	6,928	23	637	650	600	700	8	8	15
Saugus, Mass.	8,047	41	505	500	500	500	0	0	0
Spencer, Mass.	6,740	16	490	494	494	494	0	0	0
Stoneham, Mass.	7,090	23	574	575	575	600	0	4	4
Stoughton, Mass.	6,816	20	536	551	513	551	7	0	7
Swampscott, Mass.	6,204	24	634	650	650	650	0	0	0
Ware, Mass.	8,774	24	546	500	500	600	0	20	20
West Springfield, Mass.	9,224	37	483	490	475	500	3	2	5
Westboro, Mass.	5,446	14	541	525	525	525	0	0	0
Winchendon, Mass.	5,678	21	452	450	418	450	7	0	7
Winchester, Mass.	9,309	26	677	700	675	700	4	0	4
Albion, Mich.	5,833	24	504	500	475	500	5	0	5
Benton Harbor, Mich.	9,185	30	469	473	450	475	5	[1]	5
Boyne, Mich.	5,218	28	503	499	475	523	5	5	10
Cadillac, Mich.	8,375	34	499	475	475	475	0	0	0
Cheboygan, Mich.	6,859	24	505	499	499	521	0	4	4
Coldwater, Mich.	5,945	20	519	500	500	550	0	10	10
Grand Haven, Mich.	5,856	21	496	500	475	550	5	10	15
Houghton, Mich.	5,113	45	586	600	550	650	8	8	17
Iron Mountain, Mich.	9,216	50	633	650	600	650	8	0	8
Ludington, Mich.	9,132	39	508	525	450	550	14	5	19
Monroe, Mich.	6,893	19	499	475	475	525	0	11	11
Mount Clemens, Mich.	7,707	17	553	550	475	600	14	9	23
Negaunee, Mich.	8,460	29	507	500	450	550	10	10	20
Niles, Mich.	5,156	22	526	525	505	550	4	5	9
Owosso, Mich.	9,639	35	555	550	525	600	5	9	14
St. Joseph, Mich.	5,936	21	519	500	500	550	0	10	10
Three Rivers, Mich.	5,072	15	500	500	500	500	0	0	0
Wyandotte, Mich.	8,287	21	526	525	475	600	10	14	24
Ypsilanti, Mich.	6,230	21	563	550	525	600	5	9	14
Albert Lea, Minn.	6,192	27	497	495	473	540	4	9	14
Austin, Minn.	6,960	22	506	495	473	540	4	9	14
Chisholm, Minn.	7,684	29	711	700	700	700	0	0	0
Cloquet, Minn.	7,031	26	547	540	540	563	0	4	4
Crookston, Minn.	7,559	35	590	563	563	630	0	12	12
Eveleth, Minn.	7,036	43	694	700	650	725	7	4	11
Faribault, Minn.	9,001	21	489	495	473	495	4	0	4
Hibbing, Minn.	8,832	59	857	825	750	925	9	12	21
New Ulm, Minn.	5,648	15	513	500	475	525	5	5	10
Owatonna, Minn.	5,658	18	488	473	450	495	5	5	10
Columbus, Miss.	8,988	33	556	640	640	640	0	0	0
Greenville, Miss.	9,610	30	420	360	200	673	44	87	131
Greenwood, Miss.	5,836	18	609	710	710	710	0	0	0

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[1] Less than 1 per cent.

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912-13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 5,000 and fewer than 10,000 inhabitants—Continued.									
Laurel, Miss	8,465	36	$446	$450	$248	$585	45	30	75
McComb, Miss	6,237	23	450	450	450	450	0	0	0
Yazoo, Miss	6,796	16	422	360	248	630	31	75	106
Flat River, Mo	5,112	16	513	495	495	630	0	27	27
Independence, Mo	9,859	41	516	510	450	630	17	17	33
Lexington, Mo	5,242	20	421	450	405	450	10	0	10
Nevada, Mo	7,176	26	436	450	383	473	15	5	20
Poplar Bluff, Mo	6,916	28	469	495	450	495	9	0	9
Webster Groves, Mo	7,080	31	599	594	570	618	4	4	8
Bozeman, Mont	5,107	29	802	800	800	900	0	13	13
Livingston, Mont	5,359	24	778	808	713	855	12	6	18
Beatrice, Nebr	9,356	33	490	518	450	540	13	4	17
Fairbury, Nebr	5,294	19	502	495	488	510	1	3	4
Fremont, Nebr	8,718	33	519	495	450	518	9	5	14
Kearney, Nebr	6,202	22	495	495	495	495	0	0	0
Norfolk, Nebr	6,025	19	514	518	450	563	13	9	22
York, Nebr	6,235	14	522	540	495	540	8	0	8
Derry, N. H	5,123	20	386	396	360	432	9	9	18
Franklin, N. H	6,132	13	446	468	432	468	8	0	8
Dover, N. J	7,468	33	611	600	550	675	8	13	21
Englewood, N. J	9,924	40	797	800	750	850	6	6	13
Hammonton, N. J	5,088	21	640	650	600	650	8	0	8
Nutley, N. J	6,009	33	728	700	650	800	7	14	21
Princeton, N. J	5,136	12	654	650	600	750	8	15	23
Ridgewood, N. J	5,416	33	694	675	650	750	4	11	15
Rutherford, N. J	7,045	35	759	800	725	800	9	0	9
Salem, N. J	6,614	24	481	500	475	500	5	0	5
South Amboy, N. J	7,007	16	718	683	650	813	5	19	24
South Orange, N. J	6,014	29	794	800	750	850	6	6	13
Vineland, N. J	5,282	37	493	450	425	575	6	28	33
Santa Fe, N. Mex	5,072	11	575	575	575	575	0	0	0
Albion, N. Y	5,016	25	524	500	500	600	0	20	20
Catskill, N. Y	5,296	17	518	500	500	500	0	0	0
Fredonia, N. Y	5,285	16	444	450	420	460	7	2	9
Haverstraw, N. Y	5,669	16	627	650	600	650	8	0	8
Hoosick Falls, N. Y	5,532	16	516	500	500	500	0	0	0
Hudson Falls, N. Y	5,189	27	515	500	500	520	0	4	4
Ilion, N. Y	6,588	19	538	538	538	538	0	0	0
Malone, N. Y	6,467	31	493	500	460	500	8	0	8
Mamaroneck, N. Y	5,699	25	709	700	650	800	7	14	21
Matteawan, N. Y	6,727	15	496	525	500	550	5	5	10
Mechanicsville, N. Y	6,634	30	465	450	400	500	11	11	22
Medina, N. Y	5,683	17	526	500	500	575	0	15	15
Newark, N. Y	6,227	22	550	550	550	550	0	0	0
North Tarrytown, N. Y	5,421	13	688	725	625	725	14	0	14
Norwich, N. Y	7,422	40	463	400	400	500	0	25	25
Oneida, N. Y	8,317	21	577	575	575	625	0	9	9
Salamanca, N. Y	5,792	30	498	525	450	525	14	0	14
Seneca Falls, N. Y	6,588	15	488	500	475	500	5	0	5
Solvay, N. Y	5,139	27	626	600	550	750	8	25	33
Tarrytown, N. Y	5,600	21	860	850	850	875	0	3	3
Tonawanda, N. Y	8,290	27	593	600	550	600	8	0	8
Concord, N. C	8,715	25	322	340	280	340	18	0	18
Elizabeth, N. C	8,412	27	371	405	270	405	33	0	33
Gastonia, N. C	5,759	28	357	360	360	400	0	11	11
Goldsboro, N. C	6,107	29	400	405	315	475	22	17	40
Newbern, N. C	9,961	24	391	440	276	444	37	1	38
Salisbury, N. C	7,153	24	357	383	298	404	22	5	28
Washington, N. C	6,211	23	329	360	260	360	28	0	28
Wilson, N. C	6,717	24	393	420	315	450	25	7	32
Bismarck, N. Dak	5,443	14	673	675	650	700	4	4	7
Devils Lake, N. Dak	5,157	19	606	630	585	630	7	0	7
Minot, N. Dak	6,188	22	640	630	630	630	0	0	0
Barberton, Ohio	9,410	32	544	563	480	630	15	12	27
Bowling Green, Ohio	5,222	18	501	504	459	540	9	7	16
Bucyrus, Ohio	8,122	25	494	523	409	570	22	9	31
Conneaut, Ohio	8,319	28	481	475	451	499	5	5	10
Coshocton, Ohio	9,603	40	466	458	387	495	16	8	24
Delphos, Ohio	5,038	14	486	473	450	518	5	10	14
East Cleveland, Ohio	9,179	45	764	750	750	800	0	7	7
Fostoria, Ohio	9,597	36	488	450	430	540	4	20	24

TABLE 4.—*Average and median salaries and per cent of variability from the medium salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 5,000 and fewer than 10,000 inhabitants—Continued.									
Gallipolis, Ohio	5,560	21	$414	$405	$369	$432	9	7	16
Greenville, Ohio	6,237	22	470	473	428	540	10	14	24
Jackson, Ohio	5,468	22	409	405	405	405	0	0	0
Martins Ferry, Ohio	9,133	35	505	540	495	540	8	0	8
Nelsonville, Ohio	6,082	26	377	360	360	405	0	13	13
New Philadelphia, Ohio	8,542	33	413	405	383	450	5	11	17
Niles, Ohio	8,361	32	485	505	414	565	18	12	30
Painesville, Ohio	5,501	21	577	575	540	600	6	4	10
Ravenna, Ohio	5,310	16	581	570	570	570	0	0	0
St. Marys, Ohio	5,732	20	455	450	450	495	0	10	10
Salem, Ohio	8,943	31	525	540	460	570	15	6	20
Sidney, Ohio	6,607	25	508	500	450	600	10	20	30
Troy, Ohio	6,122	18	537	525	500	575	5	10	14
Urbana, Ohio	7,739	18	546	570	522	570	8	0	8
Van Wert, Ohio	7,157	25	446	450	405	495	10	10	20
Washington C. H., Ohio	7,277	31	460	450	450	450	0	0	0
Wellston, Ohio	6,875	31	405	378	360	378	5	0	5
Wellsville, Ohio	7,769	26	477	473	450	495	5	5	10
Wooster, Ohio	6,136	25	514	500	500	525	0	5	5
Xenia, Ohio	8,706	31	545	575	500	600	13	4	17
Ardmore, Okla	8,618	26	508	495	450	585	9	18	27
Bartlesville, Okla	6,181	36	543	540	495	585	8	8	17
Durant, Okla	5,330	19	528	540	450	510	17	0	17
El Reno, Okla	7,872	29	495	495	495	495	0	0	0
Sapulpa, Okla	8,283	24	570	585	540	585	8	0	8
Ashland, Oreg	5,020	4	585	630	585	675	7	7	14
Astoria, Oreg	9,599	29	691	700	650	750	7	7	14
Baker, Oreg	6,742	29	666	675	675	675	0	0	0
Ambridge, Pa	5,205	15	548	540	495	563	8	4	13
Ashland, Pa	6,855	18	456	450	450	495	0	10	10
Ashley, Pa	5,601	21	566	540	540	540	0	0	0
Berwick, Pa	5,357	18	447	450	450	450	0	0	0
Bloomsburg, Pa	7,413	23	452	450	450	450	0	0	0
Bristol, Pa	9,256	23	500	500	500	500	0	0	0
Carrick, Pa	6,117	23	674	650	600	750	8	15	23
Catasauqua, Pa	5,250	19	561	560	500	600	11	7	18
Charleroi, Pa	9,615	39	490	495	450	585	9	18	27
Conshohocken, Pa	7,480	18	493	500	400	550	20	10	30
Coraopolis, Pa	5,252	22	599	585	585	585	0	0	0
Danville, Pa	7,517	27	497	465	465	510	0	10	10
Darby, Pa	6,305	25	485	500	425	525	15	5	20
Donora, Pa	8,174	33	521	517	450	563	13	9	22
Duryea, Pa	7,487	29	400	400	400	400	0	0	0
Forest City, Pa	5,749	17	434	450	450	450	0	0	0
Freeland, Pa	6,197	19	550	550	550	550	0	0	0
Glassport, Pa	5,540	27	540	540	450	585	17	8	25
Greenville, Pa	5,909	21	491	490	450	540	6	13	19
Hanover, Pa	7,057	24	441	450	450	473	0	5	5
Huntingdon, Pa	6,861	22	452	450	450	450	0	0	0
Indiana, Pa	5,749	17	495	495	495	495	0	0	0
Jersey Shore, Pa	5,381	19	459	450	450	450	0	0	0
Juniata, Pa	5,285	28	485	468	450	495	4	6	10
Kane, Pa	6,626	20	503	517	495	540	4	4	9
Kingston, Pa	6,449	26	474	473	450	505	5	7	12
Lansford, Pa	8,321	24	437	450	360	495	20	10	30
Lehighton, Pa	5,316	19	441	450	450	450	0	0	0
Lewistown, Pa	8,166	26	450	450	450	450	0	0	0
Lock Haven, Pa	7,772	23	440	450	450	450	0	0	0
Luzerne, Pa	5,426	16	491	540	495	540	8	0	8
Middletown, Pa	5,374	17	466	450	450	450	0	0	0
Milton, Pa	7,460	22	450	450	450	450	0	0	0
Minersville, Pa	7,240	22	458	450	360	495	20	10	30
Monongahela, Pa	7,598	31	543	540	473	608	12	13	25
Mount Pleasant, Pa	5,812	21	542	540	540	585	0	8	8
Munhall, Pa	5,185	17	717	720	720	720	0	0	0
New Brighton, Pa	8,329	31	507	495	450	563	9	14	23
New Kensington, Pa	7,707	38	572	560	560	560	0	0	0
Northampton, Pa	8,729	23	520	550	450	550	18	0	18
Punxsutawney, Pa	9,058	37	494	473	450	518	5	10	14
Ridgway, Pa	5,408	22	521	518	495	540	4	4	9
Rochester, Pa	5,903	21	523	495	450	630	9	27	36

TABLE 4.—*Average and median salaries and per cent of variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants, 1912–13*—Contd.

Cities.	Population, 1910.	Number of teachers, 1912–13.	Average salary.	Median salary.	Lower quartile.	Upper quartile.	Per cent of variability below median.	Per cent of variability above median.	Average variability.
1	2	3	4	5	6	7	8	9	10
Cities having 5,000 and fewer than 10,000 inhabitants—Continued.									
St. Marys, Pa	6,346	10	$506	$496	$495	$495	0	0	0
Sayre, Pa	6,426	26	476	450	450	495	0	10	10
Scottdale, Pa	5,456	18	548	540	513	549	5	2	7
Sharpsburg, Pa	8,153	15	485	496	405	540	18	9	27
Swissvale, Pa	7,381	27	563	585	495	675	15	15	31
Tarentum, Pa	7,414	27	514	496	496	563	0	14	14
Taylor, Pa	9,060	34	524	503	428	618	15	23	38
Throop, Pa	5,133	19	471	450	450	495	0	10	10
Titusville, Pa	8,533	30	532	523	523	523	0	0	0
Tyrone, Pa	7,176	28	467	450	450	495	0	10	10
West Berwick, Pa	5,512	20	457	450	450	450	0	0	0
Wilmerding, Pa	6,133	25	655	650	600	725	8	12	19
Bristol, R. I	8,565	28	504	500	425	525	15	5	20
Burrillville, R. I	7,878	29	452	450	400	500	11	11	22
Coventry, R. I	5,848	18	400	400	400	400	0	0	0
Johnston, R. I	5,935	13	423	429	410	429	4	0	4
North Providence, R. I	5,407	18	426	429	390	468	9	9	18
Warren, R. I	6,585	26	518	520	520	520	0	0	0
Anderson, S. C	9,654	29	332	450	270	450	40	0	40
Florence, S. C	7,057	31	422	450	315	450	30	0	30
Georgetown, S. C	5,530	18	378	450	270	495	40	10	50
Greenwood, S. C	6,614	27	417	405	383	495	5	22	28
Orangeburg, S. C	5,906	19	400	468	210	468	55	0	55
Huron, S. Dak	5,791	20	612	574	570	630	1	10	10
Lead, S. Dak	8,392	28	763	700	700	825	0	18	18
Mitchell, S. Dak	6,515	25	574	550	550	600	0	9	9
Watertown, S. Dak	7,010	24	579	563	540	608	4	8	12
Bristol, Tenn	7,148	23	387	405	360	450	11	11	22
Amarillo, Tex	9,957	27	619	675	540	675	20	0	20
Brownwood, Tex	6,967	21	596	585	585	630	0	8	8
Corpus Christi, Tex	8,222	30	517	520	480	520	8	0	8
Corsicana, Tex	9,749	37	505	540	405	576	25	7	32
Greenville, Tex	8,850	35	472	495	495	495	0	0	0
Hillsboro, Tex	6,115	27	471	518	450	563	13	9	22
Taylor, Tex	5,314	16	434	540	300	585	44	8	53
Texarkana, Tex	9,790	24	589	585	585	585	0	0	0
Weatherford, Tex	5,074	23	462	450	450	540	0	20	20
Wichita Falls, Tex	8,200	39	652	650	650	650	0	0	0
Brattleboro, Vt	7,541	21	542	550	525	600	5	9	14
Montpelier, Vt	7,856	18	571	600	550	600	8	0	8
St. Albans, Vt	6,381	20	434	425	380	500	11	18	28
St. Johnsbury, Vt	8,098	34	477	468	396	532	15	14	29
Bristol, Va	6,247	18	453	450	450	495	0	10	10
Clifton Forge, Va	5,748	17	385	360	360	428	0	19	19
Centralia, Wash	7,311	25	644	665	618	665	7	0	7
Hoquiam, Wash	8,171	27	775	775	775	775	0	0	0
Olympia, Wash	6,996	26	683	660	660	705	0	7	7
Vancouver, Wash	9,300	31	728	720	600	780	8	8	17
Clarksburg, W. Va	9,201	62	536	540	495	540	8	0	8
Elkins, W. Va	5,260	21	491	473	450	518	5	10	14
Grafton, W. Va	7,563	33	475	450	450	495	0	10	10
Morgantown, W. Va	9,150	38	534	540	540	540	0	0	0
Antigo, Wis	7,196	24	511	495	450	563	9	14	23
Baraboo, Wis	6,324	20	520	513	475	570	7	11	19
Beaver Dam, Wis	6,758	17	506	500	500	500	0	0	0
Grand Rapids, Wis	6,521	21	528	518	518	540	0	4	4
Marshfield, Wis	5,783	14	514	523	499	545	5	4	9
Menasha, Wis	6,081	25	524	500	500	600	0	20	20
Neenah, Wis	5,734	23	481	475	475	500	0	5	5
Oconto, Wis	5,629	20	461	450	450	540	0	20	20
Rhinelander, Wis	5,637	24	512	495	495	540	0	9	9
South Milwaukee, Wis	6,092	14	632	600	580	650	3	8	12
Stevens Point, Wis	8,692	27	562	570	499	570	12	0	12
Waukesha, Wis	8,740	24	508	525	500	525	5	0	5
West Allis, Wis	6,645	27	596	600	600	650	0	8	8
Laramie, Wyo	8,237	19	755	804	780	878	3	9	12
Rock Springs, Wyo	5,778	26	550	550	550	550	0	0	0
Sheridan, Wyo	8,408	15	740	770	670	820	13	6	19

The following tables of frequencies for the averages, medians, and variabilities, given in Table 4, columns 4, 5, 8, 9, and 10, not only facilitate comparisons of salaries in a limited number of cities, but lead to conclusions regarding salaries throughout the United States. The frequency tables are obtained by first arranging in order of amounts all of the figures in each particular group and then combining them into classes with an extent of $25 each. Thus, in all the 814 cities included there was one city that had an average salary somewhere between $300 and $324, two cities that had an average salary somewhere between $325 and $349, etc. Likewise, the average salaries are distributed for each group of cities into similar classes. The tables for median salaries and per cent of variabilities are arranged in the same manner.

TABLE 5.—*Frequency of different median salaries of elementary-school teachers in cities having over 5,000 inhabitants.*

Salaries.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
Dollars.							
325–349	....	....	....	....	....	4	4
350–374	....	....	....	....	1	12	13
375–399	....	....	....	....	....	4	4
400–424	....	....	....	....	4	22	26
425–449	....	....	....	....	3	14	17
450–474	....	....	....	2	15	65	82
475–499	....	....	....	4	18	48	70
500–524	....	....	2	4	26	56	88
525–549	....	....	2	3	26	40	71
550–574	....	....	3	13	30	26	72
575–599	....	1	1	6	15	19	42
600–624	....	1	3	16	28	24	72
625–649	....	....	1	4	14	10	29
650–674	1	2	3	4	10	17	37
675–699	....	....	5	4	3	7	19
700–724	1	3	8	11	15	14	52
725–749	....	1	....	1	3	4	9
750–774	1	4	8	3	6	4	26
775–799	....	....	1	1	3	1	6
800–824	1	4	3	3	7	7	25
825–849	....	....	1	1	1	1	4
850–874	....	....	....	1	3	2	6
875–899	1	1	....	....	1	....	3
900–924	1	1	1	1	6	1	11
925–949	1	....	....	1	....	....	2
950–974	....	1	1	....	2	....	4
975–999	....	....	....	....	....	1	1
1,000–1,024	2	1	....	....	2	....	5
1,025–1,049	1	....	....	....	....	....	1
1,050–1,074	....	2	....	....	....	....	2
1,075–1,099	....	....	....	1	1	....	2
1,100–1,124	....	....	1	1	1	....	3
1,125–1,149	2	....	....	1	....	....	3
1,150–1,174	1	....	....	....	....	....	1
1,175–1,199	1	....	....	....	....	....	1
1,200–1,224	....	1	....	....	....	....	1
Total	14	23	41	83	244	403	814
Median	$975	$769	$707	$617	$576	$514	$561
Lower quartile	775	708	625	565	519	467	495
Upper quartile	1,125	900	766	709	658	589	664

[1] Groups indicate population division; see Table 4, p. 91.

TABLE 6.—*Frequency of different average salaries of elementary-school teachers in cities having over 5,000 inhabitants.*

Salaries.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
Dollars.							
300-324						1	1
325-349						2	2
350-374					2	7	9
375-399					1	17	18
400-424					4	23	27
425-449				2	5	29	36
450-474				2	14	41	57
475-499			1	3	21	56	81
500-524				3	32	56	91
525-549			6	16	28	42	92
550-574			2	8	36	30	76
575-599		1		9	22	26	58
600-624		2	3	9	16	14	44
625-649		2	5	7	9	10	33
650-674	1	1	6	7	5	11	31
675-699	1		6	4	7	8	26
700-724		4	3	2	5	7	21
725-749		3	5	2	7	6	23
750-774		3	3	3	2	6	17
775-799	2	1			7	4	14
800-824		1	1	1	3	3	9
825-849				2	4		6
850-874	1		1	2	5	2	11
875-899	1	1			3		5
900-924	1		1	1	1	1	5
925-949	2	1					3
950-974					2		2
975-999	1		1				2
1,000-1,024	1	2			2	1	6
1,025-1,049	1			1			2
1,050-1,074					1		1
1,075-1,099							
1,100-1,124	1						1
1,125-1,149		1		2			3
1,150-1,174							
1,175-1,199	1						1
Total	14	23	44	86	244	403	814
Median	$925	$742	$671	$600	$560	$511	$548
Lower quartile	788	650	617	542	508	463	491
Upper quartile	1,000	800	730	668	631	573	639

[1] See note on p. 103.

TABLE 7.—*Frequency of different percentages of variability below the median salary of elementary teachers in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
0	1	2	6	13	50	142	214
1						2	2
2						5	5
3			1	1	2	4	8
4				5	14	22	41
5		1			13	34	48
6	1	2	2	2	18	10	35
7	2		3	5	15	16	41
8	1		2	9	31	35	78
9		1		7	17	26	51
10	1	2	1	2	12	12	30
11		1		7	6	10	24
12			1	3	5	6	15
13		2	7	6	8	13	36
14	1	1	3	4	8	6	23
15	1	3	1		2	10	17
16				2	4	7	13
17	1	2	3	7	10	9	32
18			2		4	8	14
19	1	2		1			4
20			1	1	4	6	12
21	1			3	3		7
22	1	1	5		3	3	13
23		1		1	3		5
24			1	1			2

[1] See note on p. 103.

TABLE 7.—*Frequency of different percentages of variability below the median salary of elementary teachers in cities having over 5,000 inhabitants*—Continued.

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
25			3	2	3	2	10
26					1		1
27		1		1	1		3
28			1			1	2
29	1						1
30	1					1	2
31		1			1	2	4
32				1			1
33				2		1	3
37						1	1
39			1		1		2
40					1	2	3
42					1		1
44						2	2
45					1	1	2
47						1	1
50						1	1
52					1		1
53					1		1
55						1	1
56						1	1
Total	14	23	44	86	244	403	814
Median	15.0	14.0	13.9	10.5	8.3	5.8	8.2
Lower quartile	7.8	9.0	7.7	7.0	4.6	0.0	0.0
Upper quartile	21.0	19.0	22.0	16.0	13.0	10.5	13.5

[1] See note on p. 103.

TABLE 8.—*Frequency of different percentages of variability above the median salary of elementary-school teachers in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
0	5	15	14	24	79	146	283
1			1		4	3	8
2				1	3	7	11
3			2	2	6	5	15
4	1			9	20	28	58
5	1			5	11	30	47
6		2	3	2	9	9	25
7			3	9	8	11	31
8		1	4	6	23	30	64
9			2	7	10	27	46
10			3	2	10	27	42
11	1			2	6	11	20
12			1		7	7	15
13		1	3	3	10	9	26
14	1	1	1	1	5	9	18
15	1		1	2	5	5	14
16				1	2		3
17			1	4	5	6	16
18	1	1	2	2	3	5	14
19	1			1	1	4	7
20					7	10	17
21		1	1		1		3
22				1	2	1	4
23					1	1	2
24			1		1		2
25		1	1	1	1	5	9
26					1		1
27	1				1	2	4
28					1	1	2
30				1		1	2
32	1						1
34					1		1
50						1	1
75						1	1
87						1	1
Total	14	23	44	86	244	403	814
Median	8.0	0.0	6.7	7.0	4.9	5.2	5.7
Lower quartile	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Upper quartile	18.0	8.0	13.0	9.9	11.0	10.2	10.5

[1] See note on p. 103.

TABLE 9.—*Frequency of different percentages of total variability from the median salary of elementary-school teachers in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
0	1	2	5	6	23	73	110
2						1	1
3					1	3	4
4				1	3	13	17
5		1		1	5	17	24
6	1	1	2		4	2	10
7			2	2	13	14	31
8			1	6	27	27	61
9		1		7	8	16	32
10	1	2	1	1	7	24	36
11		1		4	9	9	23
12	1			3	9	10	23
13		1	5	5	15	12	38
14				6	8	23	37
15	1	2		1	7	6	17
16				2	4	5	11
17		1	1	3	13	17	35
18				2	9	20	31
19		3	1	2	4	10	20
20			4	4	8	18	34
21	1			4	7	10	22
22		1		2	4	7	14
23	1	2	1		2	5	11
24					3	6	9
25			5	3	7	10	25
26				1	4		5
27		1	1	1	2	6	11
28	1		1		1	4	7
29	1		2	2	3	1	9
30			1	1	4	6	12
31				1	3	3	7
32			1	4	4	2	11
33	1		2	4	6	4	17
34	1			1		1	3
35			1		2		3
36			2	1	1	1	5
37		1	1				2
38	1			1	1	3	6
40	1	1	2	1	1	4	10
41					1		1
42		1		2	1		4
44		1			2		3
45					1		1
46			1				1
47			1		1	1	3
49					1		1
50				1	1	2	4
51					1		1
52					1		1
53					1	1	2
55					1	1	2
56						1	1
60						1	1
61	1						1
75						1	1
106						1	1
131						1	1
Total	14	23	44	86	244	403	814
Median	23.0	17.0	23.0	16.0	13.9	12.2	13.7
Lower quartile	12.0	9.8	13.0	9.7	8.4	5.6	8.1
Upper quartile	34.0	23.5	32.0	25.7	21.9	20.0	21.7

[1] See note on p. 103.

These tables make it easy to determine the relative position of all cities and of each city under consideration among all cities of the same population group in all parts of the United States or among all cities in the United States. For example, it may be seen in this way that the median salaries of cities in California are very high as compared with cities of the same population groups in the United States as a whole. Likewise the salaries of cities in Pennsylvania are low as compared with cities in the country as a whole. Increases in certain cities in Pennsylvania would not be warranted upon the basis of what is paid in the other cities in that State, but this condition would be altered by showing that the scale of salaries in the State as a whole is lower than in other States. It is also possible to show the exact location of any city in the group or in the Nation in any of the respects set forth in the frequency tables. For example, by referring to Table 4 it may be seen that the median salary for Waterbury, Conn., is $700. In the frequency table for medians this amount is one of those in the step $700 to $724. The median of the medians of the group of cities to which Waterbury belongs, 50,000 and less than 100,000 population, is $707. The median salary of Waterbury is then close to the median salary for the cities of its class. Twenty of the 44 cities have a lower and 16 have a higher median. In popular language Waterbury is in this respect near the average for cities of like size. Compared with all cities in the United States, Waterbury has a high median salary, for the median for all cities is $561. Such a condition is to be expected, however, since the salaries in the smaller cities, of which there are a large number, are lower than in the largest cities. Such comparisons are much more striking when made with cities either extremely high or low in the list. Diagrams may be drawn to represent this fact.[1]

A study of these tables points out several interesting and important conclusions regarding salaries of teachers of elementary schools in cities in the United States.

1. There is a very wide range in the average and median salaries in each population group. This range is wider in the smaller than in the larger cities, the highest average and median salaries in the three groups of smaller cities, those having less than 50,000 population, being almost three times as great as the lowest, while in the larger population groups the largest median and average salaries are only approximately twice as great. These wide discrepancies in salaries paid in cities of approximately the same size can be but partly accounted for by differences in cost of living, supply of teachers, and other economic considerations. Within the same State or groups of States in which these conditions are approximately the same, there are wide differences in salaries paid. While undoubtedly there is a tendency, particularly in the Central and Western States, for the best teachers to gravitate to the high-salary cities and for cities paying higher salaries to hold their teachers longer in service, thus bringing about increased teaching efficiency in such cities, yet there

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[1] For suggestions as to diagrams see: J. F. Bobbitt, "The school survey; finding standards of current practice with which to measure one's own schools." Elementary School Journal, Sept., 1914, pp. 41-54.

is no doubt that corresponding grades of efficiency are rewarded in far different measures in various cities where economic conditions are approximately the same.

2. Median and average salaries are highest in the cities of the largest population group and are lower in each succeeding group. In this way it may be said that the median and average salaries of the different groups of cities vary directly with the population of such groups.

3. The median salaries tend to be higher than the average salaries. This indicates that there are more very small salaries than very large ones. In those cases in which low salaries are due to part-time teaching, to the practice of paying pupil-teachers or cadets, the situation is not necessarily bad. Just to what extent this cause operates there is no exact means of proving, but there is reason to believe that it is a large factor.

4. The total variability, the variability below and the variability above the median, all tend to vary with the size of the city. This means that cities of larger population have a wider salary range than cities of smaller population. The reasons for this are apparent and need not be elaborated. It may be observed, however, that if smaller cities wish to retain their best teachers, substantial and systematic increases in salaries should be provided.

5. The variability below the median is in most cases larger than the variability above. There is apparently less variety among salaries of teachers longer in service, and this is due to the fact that there is a tendency in the country for experienced teachers to continue teaching for many years at the same salary.

6. The median, lower, and upper quartiles also give standards for the United States as a whole and for the groups of cities throughout the country—standards for median, average, and variability. While they are not of so much worth as standards for groups of cities in which conditions are more similar, yet they have their value. In either case the median given at the foot of each column is the best single standard for the group in question. It may fairly be said, however, that any city whose amounts lie within the middle 50 per cent, between the lower and upper quartile points, is normal unless some unusual condition exists. Likewise any city whose amount is less than the lower quartile or greater than the upper quartile is abnormal. At the same time the abnormality may be easily justified. Position outside of the middle 50 per cents has the effect of raising the question and of obliging those in authority to prove why their situation is as it is.

SALARIES PAID ELEMENTARY SCHOOL TEACHERS IN 1903-4 AND IN 1912-13.

It is of considerable importance to the teachers of the country to know to what extent salaries have advanced within a given period and whether such advance has kept pace with the higher cost of living. We are able here to answer the first question for the period from 1903–4 to 1912–13 as regards salaries of teachers in elementary schools in 524 cities.[1] Two methods have been used: First, comparing minimum and maximum salaries; second, showing the per cent of teachers in 1913 whose salaries exceed the salaries at the quartile points and the median of 1904.

Upon comparing the lists of cities in the reports of the Committee on Salaries, Tenure, and Pensions for 1904 with the list in the Tangible Rewards of Teaching prepared for the Committee on Salaries and Cost of Living, and giving data for the year 1912–13, it was found that comparison could be made in but 324 cities, all having a population of over 8,000 in 1903. Comparison is made in Table 14 of three items, average, minimum, and maximum salaries; and the per cents of increase based on the salaries for the earlier year are indicated. No distinction is made between salaries paid to teachers of different sex or race.

When the preliminary draft of the table was compiled it was noted that 72 cities showed decrease in either minimum or maximum salaries or both, notwithstanding that the salaries taken as a whole seemed to have increased. Letters were then sent to the superintendents of these cities asking for an explanation or correction of the data. Over 50 replies were received, on the basis of which changes have been made which make the figures more fairly comparable.[2] In every possible case the figures named by the superintendent were inserted instead of those contained in the reports above referred to.

It should be stated also that in determining the median and quartile salaries in 1904 it was necessary in the absence of actual salaries, the data being in the form of frequency tables, to consider all salaries in a given step or division at its middle point. Thus, if there were 23 teachers receiving from $550 to $600, all were considered as $575.

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[1] For the second question, see p. 11 of this bulletin; also report of the Committee on Teachers' Salaries and Cost of Living, 1913, pp. 4-17; and National Education Association, Proceedings, St. Paul, 1914, pp. 78-92.

[2] See excerpts from letters, pp. 25-28. These letters came in response to the inquiry here mentioned.

TABLE 10.—*Increases in salaries of elementary school teachers between 1903–4 and 1912–13, in cities having over 5,000 inhabitants.*

[Figures in italic represent decrease.]

Cities.	Average salary, 1903–4.	Average salary, 1912–13.	Per cent of increase.	Minimum salary, 1903–4.	Minimum salary, 1912–13.	Per cent of increase.	Maximum salary, 1903–4.	Maximum salary, 1912–13.	Per cent of increase.
1	2	3	4	5	6	7	8	9	10
Cities having over 250,000 inhabitants.									
San Francisco, Cal	$926	$1,124	21	$600	$840	40	$1,500	$1,464	*2*
Washington, D. C	637	798	25	500	600	20	1,000	1,350	35
Chicago, Ill	823	1,034	26	550	650	18	1,150	1,225	7
New Orleans, La	479	655	37	315	400	27	585	1,200	105
Baltimore, Md	528	692	31	348	500	44	1,008	1,200	19
Boston, Mass	941	1,001	6	552	600	9	2,400	1,476	*40*
Minneapolis, Minn	699	937	34	450	600	33	800	1,000	25
St. Louis, Mo	654	993	52	420	640	52	948	1,300	37
Newark, N. J	711	917	29	450	580	29	1,200	1,300	8
New York, N. Y	996	1,197	20	540	720	33	2,400	2,400	0
Cincinnati, Ohio	726	949	31	400	450	13	1,500	1,600	7
Cleveland, Ohio	685	791	15	475	203	[1] *57*	850	1,100	29
Philadelphia, Pa	717	861	20	470	600	28	1,250	1,795	44
Milwaukee, Wis	632	876	39	400	870	119	900	900	0
Cities having 100,000 and fewer than 250,000 inhabitants.									
Oakland, Cal	866	1,145	32	660	900	36	912	1,200	32
Denver, Colo	762	896	18	635	600	*6*	1,010	1,150	14
Atlanta, Ga	517	623	21	250	300	20	650	1,000	54
Indianapolis, Ind	582	761	31	400	425	6	800	1,400	75
Louisville, Ky	504	631	25	350	400	14	625	1,000	60
Cambridge, Mass	680	713	5	450	510	13	700	804	15
Fall River, Mass	493	646	31	320	460	44	640	700	9
Lowell, Mass	595	738	24	500	650	30	600	800	33
Worcester, Mass	575	713	24	300	500	67	750	1,000	33
Grand Rapids, Mich	608	727	20	350	350	0	851	900	6
St. Paul, Minn	644	798	24	400	450	13	750	950	27
Paterson, N. J	580	706	22	410	475	16	725	1,050	45
Albany, N. Y	586	743	27	400	500	25	700	850	21
Rochester, N. Y	549	768	40	300	500	67	600	1,050	75
Dayton, Ohio	547	654	20	315	500	59	720	700	*3*
Portland, Oreg	684	1,006	47	550	725	32	750	1,100	47
Scranton, Pa	555	613	10	400	495	24	650	715	10
Providence, R. I	593	750	26	500	550	10	1,000	1,000	0
Memphis, Tenn	534	803	50	360	360	0	765	1,960	156
Nashville, Tenn	539	711	32	300	380	27	850	1,010	19
Richmond, Va	439	578	32	297	340	14	586	765	31
Seattle, Wash	755	1,021	35	550	750	36	800	1,050	31
Spokane, Wash	646	948	47	360	600	67	720	1,000	39
Cities having 50,000 and fewer than 100,000 inhabitants.									
Waterbury, Conn	551	684	24	400	450	13	700	850	21
Savannah, Ga	523	560	7	400	405	1	725	705	6
East St. Louis, Ill	558	636	14	400	450	13	700	800	14
Springfield, Ill	510	731	43	300	450	50	600	800	33
Evansville, Ind	546	683	25	350	435	24	650	800	23
Fort Wayne, Ind	500	730	46	383	455	19	600	800	33
Terre Haute, Ind	522	655	25	410	540	32	650	800	23
Kansas City, Kans	486	678	40	360	540	50	513	793	55
Wichita, Kans	419	633	51	315	450	43	495	675	36
Covington, Ky	570	699	23	[1] 450	500	11	650	750	15
Holyoke, Mass	607	688	13	450	500	11	700	800	14
Lawrence, Mass	501	713	42	400	450	13	600	900	50
Lynn, Mass	586	667	14	450	351	*22*	625	775	24
New Bedford, Mass	611	730	19	475	550	16	750	875	17
Somerville, Mass	647	727	12	425	500	18	725	775	7
Springfield, Mass	596	760	28	375	450	20	800	1,500	88
Saginaw, Mich	457	546	19	300	350	17	600	650	8
Duluth, Minn	594	724	22	400	500	25	725	850	17
St. Joseph, Mo	477	632	32	315	450	43	540	810	50
Manchester, N. H	522	543	4	350	400	14	575	700	22
Bayonne, N. J	582	850	46	400	600	50	800	1,200	50
Elizabeth, N. J	559	651	16	400	450	13	1,000	1,000	0
Hoboken, N. J	639	988	55	480	600	25	1,200	1,500	25
Passaic, N. J	572	748	31	425	500	18	700	900	29

[1] See p. 25.

[2] Figure for 1907.

TABLE 10.—*Increases in salaries of elementary school teachers between 1903–4 and 1912–13, in cities having over 5,000 inhabitants*—Continued.

Cities.	Average salary, 1903–4.	Average salary, 1912–13.	Per cent of increase.	Minimum salary, 1903–4.	Minimum salary, 1912–13.	Per cent of increase.	Maximum salary, 1903–4.	Maximum salary, 1912–13.	Per cent of increase.
1	2	3	4	5	6	7	8	9	10
Cities having 50,000 and fewer than 100,000 inhabitants—Continued.									
Trenton, N. J.	$507	$678	34	$375	$440	17	$700	$990	41
Schenectady, N. Y.	503	602	20	375	500	33	600	775	29
Troy, N. Y.	495	655	32	350	650	86	600	700	17
Utica, N. Y.	499	656	31	350	450	29	550	700	27
Canton, Ohio	536	607	13	(1)	(1)	(1)	618	800	29
Youngstown, Ohio	474	773	63	300	400	33	650	900	38
Allentown, Pa.	486	476	*2*	380	346	*9*	630	523	*17*
Altoona, Pa.	443	545	23	333	405	22	675	1,035	53
Harrisburg, Pa.	459	572	25	345	380	10	665	760	14
Reading, Pa.	483	535	11	350	400	14	670	700	4
Wilkes-Barre, Pa.	504	609	21	360	400	11	600	750	25
Pawtucket, R. I.	525	625	19	360	418	16	600	722	20
Charleston, S. C.	(2)	536	(2)	300	405	35	540	630	17
Dallas, Tex.	(2)	670	(2)	450	495	10	608	810	33
Houston, Tex.	(2)	636	(2)	360	360	0	630	800	27
San Antonio, Tex.	579	709	22	360	450	25	720	972	35
Salt Lake City, Utah	562	806	43	315	480	52	720	1,020	42
Tacoma, Wash.	667	903	35	500	600	20	750	1,140	52
Cities having 25,000 and fewer than 50,000 inhabitants.									
Berkeley, Cal.	735	1,126	53	704	720	2	770	1,710	122
Pasadena, Cal.	678	1,037	53	675	800	19	720	1,100	53
Sacramento, Cal.	764	1,137	49	700	1,080	54	1,000	1,200	20
San Diego, Cal.	694	917	32	500	696	39	750	1,152	54
Colorado Springs, Colo.	730	871	19	540	600	11	780	960	23
Pueblo, Colo.	605	[3] 726	20	380	[3] 500	32	(1)	(1)	(1)
Meriden, Conn.	490	677	38	350	480	37	700	720	3
New Britain, Conn.	451	605	34	380	400	5	625	1,350	116
Augusta, Ga.	450	532	18	289	248	*14*	675	900	33
Aurora, Ill.	532	585	10	350	350	0	750	750	0
Danville, Ill.	416	599	44	360	390	8	495	875	77
Joliet, Ill.	433	655	51	338	400	18	523	900	72
Rockford, Ill.	417	544	30	300	400	33	500	750	50
Cedar Rapids, Iowa	429	590	38	225	360	60	630	675	7
Dubuque, Iowa	455	538	18	250	350	40	600	650	8
Sioux City, Iowa	450	611	36	360	540	50	540	675	25
Waterloo, Iowa	454	552	22	450	450	0	495	630	27
Topeka, Kans.	495	700	41	360	405	13	540	855	58
Lewiston, Me.	419	614	47	300	600	100	500	650	30
Chelsea, Mass.	552	663	20	400	500	25	650	800	23
Everett, Mass.	528	652	23	400	450	13	600	700	17
Haverhill, Mass.	528	645	22	300	400	33	600	750	25
Malden, Mass.	585	679	16	300	400	33	650	750	15
Newton, Mass.	659	756	15	350	550	57	750	900	20
Pittsfield, Mass.	429	615	43	320	400	25	460	760	65
Salem, Mass.	570	617	8	500	500	0	600	700	17
Waltham, Mass.	594	699	18	500	550	10	700	800	14
Battle Creek, Mich.	447	583	30	300	400	33	525	700	33
Bay City, Mich.	418	555	33	300	350	17	550	800	45
Jackson, Mich.	473	588	24	400	500	25	600	650	8
Kalamazoo, Mich.	410	635	55	340	420	24	525	900	71
Lansing, Mich.	404	585	45	300	400	33	500	600	20
Lincoln, Nebr.	561	738	32	369	516	40	617	830	35
South Omaha, Nebr.	546	662	21	428	475	11	630	808	28
Atlantic City, N. J.	484	769	59	447	550	23	550	975	77
East Orange, N. J.	660	802	22	575	625	9	800	1,250	56
Orange, N. J.	(2)	755	(2)	450	500	11	650	1,200	85
Perth Amboy, N. J.	459	710	55	420	500	19	700	950	36
West Hoboken, N. J.	502	858	71	315	550	75	945	1,198	27
Amsterdam, N. Y.	543	549	1	500	450	*10*	650	700	8
Auburn, N. Y.	419	584	39	300	440	47	750	1,100	47
Binghamton, N. Y.	(2)	490	(2)	360	400	11	500	525	5
Elmira, N. Y.	423	549	30	300	400	33	500	600	20
Jamestown, N. Y.	440	564	28	325	450	38	600	700	17
Kingston, N. Y.	486	622	28	450	500	11	600	700	17
New Rochelle, N. Y.	675	830	23	450	600	33	900	1,300	44
Niagara Falls, N. Y.	443	657	48	300	450	50	500	809	62
Poughkeepsie, N. Y.	474	569	20	425	500	18	700	700	0
Watertown, N. Y.	373	472	27	320	440	38	600	480	*20*

[1] Apparently not correctly reported. [2] Not reported. [3] For district No. 1 only.

TABLE 10.—*Increases in salaries of elementary school teachers between 1903–4 and 1912–13, in cities having over 5,000 inhabitants*—Continued.

Cities.	Average salary, 1903–4.	Average salary, 1912–13.	Per cent of increase.	Minimum salary, 1903–4.	Minimum salary, 1912–13.	Per cent of increase.	Maximum salary, 1903–4.	Maximum salary, 1912–13.	Per cent of increase.
1	2	3	4	5	6	7	8	9	10
Cities having 25,000 and fewer than 50,000 inhabitants—Continued.									
Hamilton, Ohio	$483	$666	38	$380	$380	0	$713	$1,100	54
Lima, Ohio	393	534	36	285	380	33	523	618	18
Newark, Ohio	430	538	25	400	400	0	550	640	16
Zanesville, Ohio	525	582	11	525	400	*24*	525	600	14
Chester, Pa	437	506	16	285	380	33	570	618	8
Easton, Pa	439	546	24	375	400	7	625	850	36
Hazleton, Pa	432	540	25	315	400	27	495	600	21
Lancaster, Pa	419	574	37	350	400	14	525	750	43
McKeesport, Pa	502	553	10	405	360	*11*	540	720	33
New Castle, Pa	420	526	25	270	414	53	630	630	0
Shenandoah, Pa	398	510	28	315	450	43	540	675	25
Williamsport, Pa	448	542	21	405	375	*7*	630	690	10
York, Pa	391	483	24	315	360	14	585	675	15
Newport, R. I	531	578	9	300	440	47	800	800	0
Warwick, R. I	429	523	22	360	450	25	550	560	2
Woonsocket, R. I	453	574	27	325	400	23	525	725	38
Columbia, S. C	360	530	47	270	297	10	585	644	10
Chattanooga, Tenn	387	545	41	270	270	0	504	855	70
Knoxville, Tenn	390	525	35	400	238	*41*	513	665	30
El Paso, Tex	712	687	*4*	450	450	0	825	810	*2*
Ogden, Utah	418	638	53	270	500	85	563	950	69
Portsmouth, Va	409	489	20	250	250	0	550	650	18
Wheeling, W. Va	473	612	29	441	495	12	570	850	49
Green Bay, Wis	459	529	15	400	450	13	575	650	13
La Crosse, Wis	477	606	27	400	500	25	600	700	17
Madison, Wis	448	634	42	370	575	55	555	750	35
Oshkosh, Wis	479	542	13	375	400	7	600	650	8
Racine, Wis	494	631	28	325	450	38	650	700	8
Sheboygan, Wis	458	575	26	400	475	19	600	700	17
Superior, Wis	555	670	21	323	475	47	665	760	14
Cities having 10,000 and fewer than 25,000 inhabitants.									
Anniston, Ala	397	492	24	270	225	*17*	450	702	56
Selma, Ala	496	552	11	280	271	[2] *3*	800	855	7
Fort Smith, Ark	468	546	17	315	360	14	585	675	15
Alameda, Cal	785	1,051	34	715	600	*16*	847	1,140	35
Fresno, Cal	723	955	32	713	750	5	1,045	1,100	5
Stockton, Cal	751	1,020	36	500	1,020	104	850	1,020	20
Ansonia, Conn	551	699	27	525	650	24	600	750	25
Danbury, Conn	(1)	642	(1)	340	600	76	(2)	(2)	(2)
Middletown, Conn	441	566	28	380	420	11	480	740	54
Naugatuck, Conn	498	546	10	400	400	0	650	800	23
New London, Conn	481	553	15	300	400	33	800	900	13
Athens, Ga	497	509	2	390	350	*10*	630	600	*5*
Columbus, Ga	515	478	*7*	(2)	(2)	(2)	540	675	25
Alton, Ill	481	535	11	400	400	0	600	700	17
Belleville, Ill	458	641	40	350	500	43	650	800	23
Cairo, Ill	397	451	14	270	296	10	585	675	15
Champaign, Ill	450	564	27	450	495	10	450	630	40
Evanston, Ill	716	813	14	625	650	40	950	1,100	16
Freeport, Ill	440	524	19	350	400	14	500	600	20
Galesburg, Ill	468	536	15	360	405	*3*	585	630	8
Jacksonville, Ill	495	530	7	450	495	10	585	630	8
Kankakee, Ill	389	486	25	360	450	25	450	585	30
La Salle, Ill	557	686	23	550	600	9	600	700	17
Lincoln, Ill	451	481	7	425	425	0	600	650	8
Mattoon, Ill	397	493	24	340	360	6	550	630	15
Rock Island, Ill	456	576	26	315	360	14	675	675	0
Waukegan, Ill	468	627	34	300	400	33	600	1,000	67
Huntington, Ind	538	650	21	500	608	22	600	675	13
Kokomo, Ind	458	574	21	225	497	121	675	675	0
Logansport, Ind	470	570	21	395	405	3	495	630	27
Marion, Ind	525	590	12	450	407	*10*	540	675	25
Muncie, Ind	495	605	22	410	506	23	540	740	37
Peru, Ind	467	573	23	350	403	15	495	720	45
Boone, Iowa	425	461	8	360	460	28	518	540	4
Burlington, Iowa	474	599	26	285	361	27	570	710	25
Fort Dodge, Iowa	441	561	27	373	495	33	518	630	22
Keokuk, Iowa	464	570	23	315	428	36	630	700	21

[1] Not reported.

[2] Apparently not correctly reported; see p. 25.

Table 10.—*Increases in salaries of elementary school teachers between 1903–4 and 1912–13, in cities having over 5,000 inhabitants*—Continued.

Cities.	Average salary, 1903–4.	Average salary, 1912–13.	Per cent of increase.	Minimum salary, 1903–4.	Minimum salary, 1912–13.	Per cent of increase.	Maximum salary, 1903–4.	Maximum salary, 1912–13.	Per cent of increase.
1	2	3	4	5	6	7	8	9	10
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.									
Marshalltown, Iowa	$462	$625	35	$360	$600	67	$698	$800	15
Muscatine, Iowa	453	574	27	300	400	33	500	650	30
Ottumwa, Iowa	422	516	22	285	380	25	549	713	30
Fort Scott, Kans	400	585	46	400	585	46	400	585	46
Hutchinson, Kans	413	567	37	387	473	22	540	653	21
Lawrence, Kans	425	533	25	350	405	16	500	608	22
Frankfort, Ky	405	488	20	350	350	0	500	650	30
Henderson, Ky	399	448	12	300	300	0	550	550	0
Owensboro, Ky	374	434	16	360	360	0	383	495	29
Auburn, Me	320	437	37	252	275	9	468	525	12
Bangor, Me	413	597	45	252	432	71	504	675	34
Arlington, Mass	608	662	9	600	550	*8*	750	900	20
Attleboro, Mass	448	584	26	361	475	32	520	670	29
Beverly, Mass	486	648	33	350	500	43	500	700	40
Clinton, Mass	463	618	33	450	605	34	600	745	24
Framingham, Mass	467	602	29	400	400	0	550	700	27
Gardner, Mass	371	507	37	222	463	109	444	574	29
Gloucester, Mass	388	527	36	300	375	25	525	650	24
Leominster, Mass	443	547	40	320	418	31	551	700	27
Marlboro, Mass	500	605	21	418	600	44	600	675	13
Medford, Mass	583	678	16	450	450	0	600	750	25
Melrose, Mass	523	714	37	400	450	13	600	1,500	150
Milford, Mass	392	561	43	324	400	23	450	600	33
Newburyport, Mass	409	577	41	300	350	17	500	650	30
North Adams, Mass	460	532	16	380	400	5	570	600	5
Revere, Mass	499	598	18	350	475	36	600	725	21
Southbridge, Mass	384	484	26	320	480	50	460	520	13
Wakefield, Mass	469	607	29	380	450	18	600	700	17
Webster, Mass	452	539	19	400	400	0	560	580	4
Westfield, Mass	464	479	3	390	460	18	560	580	4
Weymouth, Mass	521	529	2	375	450	20	475	550	16
Woburn, Mass	498	616	24	300	450	50	550	650	18
Adrian, Mich	411	585	42	350	500	43	475	750	58
Ann Arbor, Mich	446	666	49	325	500	54	500	775	55
Escanaba, Mich	466	520	12	450	250	*44*	550	700	27
Ironwood, Mich	523	568	9	450	600	33	550	700	27
Marquette, Mich	496	611	23	400	450	13	600	850	42
Muskegon, Minn	417	551	32	300	350	17	550	700	27
Port Huron, Mich	392	465	19	280	375	34	525	575	10
Sault Ste. Marie, Mich	500	615	23	425	550	29	600	700	17
Mankato, Minn	447	510	14	360	450	25	[1]495	[1]630	27
St. Cloud, Minn	(2)	559	(2)	360	495	38	540	608	13
Winona, Minn	485	577	19	400	470	18	650	690	6
Meridian, Miss	(2)	478	(2)	383	431	13	425	630	48
Hannibal, Mo	375	465	24	270	360	33	495	630	27
Sedalia, Mo	361	457	27	248	360	45	450	540	20
Webb, Mo	398	373	*6*	338	315	7	540	495	*8*
Great Falls, Mont	749	877	17	713	780	9	760	980	29
Dover, N. H	444	556	25	290	400	38	460	1,000	117
Keene, N. H	313	453	45	208	288	38	396	720	82
Laconia, N. H	385	439	14	360	360	0	540	850	57
Portsmouth, N. H	470	603	28	300	400	33	550	650	18
Bridgeton, N. J	386	508	32	350	350	0	450	725	61
Harrison, N. J	655	745	14	510	500	*2*	1,000	1,000	0
Kearny, N. J	520	748	44	400	600	50	700	900	29
Long Branch, N. J	555	724	30	450	600	33	700	1,050	50
Montclair, N. J	654	853	30	550	600	9	900	1,250	39
Morristown, N. J	577	754	31	525	600	14	625	825	32
New Brunswick, N. J	460	653	42	425	550	29	550	750	36
Plainfield, N. J	567	804	42	475	600	26	650	1,000	54
Batavia, N. Y	440	495	13	350	375	7	500	625	25
Cohoes, N. Y	472	550	17	472	550	17	472	550	17
Corning, N. Y	473	587	24	400	525	31	600	650	8
Dunkirk, N. Y	446	568	27	390	400	3	500	650	30
Geneva, N. Y	480	620	29	360	500	39	500	750	50
Gloversville, N. Y	424	549	29	400	450	13	525	750	43
Hudson, N. Y	459	551	20	425	525	24	575	600	4
Ithaca, N. Y	471	579	23	350	450	29	600	850	42
Johnstown, N. Y	424	535	26	400	475	19	550	625	14

[1] Estimated by present superintendent.

[2] Not reported.

TABLE 10.—*Increases in salaries of elementary school teachers between 1903–4 and 1912–13, in cities having over 5,000 inhabitants*—Continued.

Cities.	Average salary, 1903–4.	Average salary, 1912–13.	Per cent of increase.	Minimum salary, 1903–4.	Minimum salary, 1912–13.	Per cent of increase.	Maximum salary, 1903–4.	Maximum salary, 1912–13.	Per cent of increase.
1	2	3	4	5	6	7	8	9	10
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.									
Little Falls, N. Y	$483	$577	19	$450	$450	0	$550	$600	9
Lockport, N. Y	425	477	12	300	428	43	500	600	20
Middletown, N. Y	454	627	38	400	500	25	650	725	12
North Tonawanda, N. Y	462	612	32	360	500	39	550	700	27
Olean, N. Y	442	544	23	375	450	20	600	600	0
Peekskill, N. Y	461	637	38	400	500	25	525	700	33
Rome, N. Y	419	519	24	300	450	50	500	650	30
Saratoga Springs, N. Y	466	564	21	400	400	0	575	650	13
Asheville, N. C	354	470	33	225	275	22	450	650	44
Alliance, Ohio	452	513	13	300	400	33	650	675	4
Chillicothe, Ohio	417	513	23	350	400	14	500	600	20
Elyria, Ohio	423	588	39	325	500	54	550	650	18
Middletown, Ohio	(1)	584	(1)	350	500	43	500	685	37
Portsmouth, Ohio	404	507	25	250	400	60	600	700	17
Sandusky, Ohio	430	605	41	300	450	50	575	675	17
Tiffin, Ohio	426	536	26	325	400	23	475	650	37
Braddock, Pa	491	592	21	360	360	0	630	810	29
Butler, Pa	411	498	21	315	360	14	630	650	3
Carlisle, Pa	406	504	24	300	490	63	550	585	6
Chambersburg, Pa	341	572	68	315	495	57	405	675	67
Lebanon, Pa	346	454	31	262	360	37	460	540	17
Mount Carmel, Pa	311	493	59	252	360	43	405	1,080	167
Phoenixville, Pa	405	503	24	333	428	29	428	546	28
Pottstown, Pa	383	501	31	350	400	14	500	560	12
Shamokin, Pa	381	429	13	252	428	70	450	495	10
Sharon, Pa	434	503	16	405	360	*11*	585	630	8
Sunbury, Pa	423	497	17	315	270	*14*	585	603	3
West Chester, Pa	535	608	14	500	550	10	650	750	15
Wilkinsburg, Pa	580	726	25	450	540	20	675	900	33
Central Falls, R. I	450	572	27	360	480	33	640	600	*6*
Spartanburg, S. C	339	407	20	315	420	33	360	495	38
Beaumont, Tex	517	540	4	405	405	0	585	675	15
Burlington, Vt	422	456	8	216	180	*17*	600	700	17
Danville, Va	351	484	38	270	275	2	675	605	*10*
Charleston, W. Va	375	513	37	180	360	100	540	675	25
Appleton, Wis	418	542	30	270	450	67	600	675	13
Ashland, Wis	530	569	7	475	480	1	570	780	37
Beloit, Wis	425	559	32	380	428	13	523	800	53
Eau Claire, Wis	409	523	28	315	450	43	450	540	20
Fond du Lac, Wis	428	544	27	375	475	27	500	560	12
Janesville, Wis	382	565	48	315	425	35	522	750	44
Manitowoc, Wis	441	555	26	400	475	19	575	625	9
Marinette, Wis	422	522	24	360	428	19	540	617	14
Wausau, Wis	410	509	24	315	450	43	540	585	8
Cheyenne, Wyo	648	829	28	601	660	10	694	900	30
Cities having 5,000 and fewer than 10,000 inhabitants.									
Huntsville, Ala	360	391	9	360	270	*25*	360	540	50
Cripple Creek, Colo	736	757	3	600	648	8	810	840	4
Kewanee, Ill	(1)	533	(1)	270	351	30	496	807	63
Columbus, Ind	505	570	13	405	450	11	720	675	*6*
Wabash, Ind	495	587	19	495	511	3	496	626	26
Fort Madison, Iowa	394	471	20	270	360	33	450	585	30
Oskaloosa, Iowa	418	534	28	360	450	25	450	563	25
Emporia, Kans	465	564	21	450	450	0	495	630	27
Rockland, Me	363	471	30	275	450	64	400	500	25
Annapolis, Md	300	425	42	300	350	17	300	500	67
Danvers, Mass	437	553	27	300	400	33	500	600	20
Natick, Mass	414	588	42	360	500	39	432	600	39
Ware, Mass	444	546	23	360	400	11	850	1,000	18
Iron Mountain, Mich	502	633	26	428	550	29	570	750	32
Owosso, Mich	391	555	42	320	450	41	400	600	50
Newbern, N. C	277	391	41	240	240	0	300	660	120
Wellston, Ohio	349	405	16	315	360	14	650	675	4
Xenia, Ohio	438	545	24	400	425	6	500	600	20
Astoria, Oreg	487	691	42	375	600	60	585	850	45
Danville, Pa	377	497	32	315	465	48	540	600	11
Titusville, Pa	428	532	24	428	523	22	428	665	55
Corsicana, Tex	495	505	2	387	495	28	585	594	2

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[1] Not reported.

Use may be made of the following table of frequencies for comparing increases in salaries precisely as indicated previously (p. 107) for comparison of salaries paid in different cities.

TABLE 11.—*Frequency of different percentages of increase between 1903-4 and 1912-13 of average salary of elementary-school teachers in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
Under 5			2	2	6	2	12
5-9	1	1	1	2	7	1	13
10-14		1	6	4	16	1	28
15-19	1	1	4	8	16	2	32
20-24	3	7	7	16	30	5	68
25-29	3	3	4	12	28	3	53
30-34	3	5	5	7	16	2	38
35-39	2	1	1	8	12		24
40-44		1	4	5	9	5	24
45-49		1	2	5	5		13
50-54	1	2	1	4			8
55-59			1	3	1		5
60-64			1				1
65-69					1		1
70-74				1			1
Not reported			3	2	4	1	10
Total	14	23	42	79	151	22	331
Median	28.3	26.7	24.3	27.5	24.3	24.0	27.0
Lower quartile	21.7	21.4	15.0	20.9	17.2	17.5	17.0
Upper quartile	33.3	34.0	35.0	32.2	32.2	32.5	32.0

[1] See note on p. 103.

TABLE 12.—*Frequency of different percentages of increase between 1903-4 and 1912-13 of minimum salaries of elementary-school teachers in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
Under 5	1	3	4	15	32	4	59
5-9	1	1		5	8	2	17
10-14	1	5	11	13	18	3	51
15-19	1	1	7	6	11	1	27
20-24	1	2	4	3	11	1	22
25-29	3	2	4	6	14	3	32
30-34	2	2	3	10	16	3	36
35-39		2	1	5	9	1	18
40-44	2	1	2	3	10	1	19
45-49				3	2	1	6
50-54	1		4	4	7		16
55-59		1		2	1		4
60-64				1	2	2	5
65-69		3	1		2		6
70-74					2		2
75-79				1	1		2
85-89				1			1
100-104				1	2		3
105-109					1		1
115-119	1						1
120-124					1		1
Not reported			1		1		2
Total	14	23	42	79	151	22	331
Median	26.7	27.5	18.6	21.7	22.7	25.0	23.3
Lower quartile	15.0	11.0	12.7	10.4	8.3	7.5	11.5
Upper quartile	40.0	37.5	30.0	36.0	36.1	33.3	35.4

[1] See note on p. 103.

TABLE 13.—*Frequency of different percentages of increase between 1903–4 and 1912–13 of maximum salaries of elementary-school teachers in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
Under 5	4	2	3	8	16	4	37
5-9	3	2	3	8	13		29
10-14		2	3	6	15	1	27
15-19	1	2	5	11	20	1	40
20-24		1	6	7	16	2	32
25-29	2	1	7	6	23	4	43
30-34		5	3	5	13	2	28
35-39	2	1	3	5	8	1	20
40-44	1		2	2	7		12
45-49		2		3	3	1	9
50-54		1	5	4	5	2	17
55-59			1	2	4	1	8
60-64		1		1	1	1	4
65-69				2	2	1	5
70-74				3			3
75-79		2		2			4
80-84					1		1
85-89			1	1			2
105-109	1						1
115-119				1	1		2
120-124				1		1	2
150-154					1		1
155-159		1					1
165-169					1		1
Not reported				1	1		2
Total	14	23	42	79	151	22	331
Median	12.5	31.0	25.7	24.3	23.4	28.8	24.4
Lower quartile	0.0	12.5	16.0	12.5	9.2	15.0	12.4
Upper quartile	35.0	47.5	38.3	46.7	33.5	50.0	42.0

[1] See note on p. 103.

A study of these frequency tables establishes the following conclusions:

1. The per cent of increase in average salaries of elementary teachers in cities of approximately 10,000 population or over from 1904 to 1913 ranges from none at all in 4 cities to over 70 per cent, the half of the increases lying in the middle of the entire distribution from 0 to 70 fall between 25 per cent and 29 per cent, and the central tendency or general weight of all of them is at the point 27 per cent.

2. The increase in average salaries is approximately the same in cities of all sizes. This is due in part to the general recognition of the fact that salaries should be increased, but among other factors increasing length in periods of service in cities also operates.

3. Minimum salaries have increased least in cities of the middle population groups—25,000 to 100,000 population in 1910.

4. Minimum salaries have increased more than the maximum in cities having a population over 250,000, but the reverse is true of all other groups of cities. This may be due in part to the earlier development of salary schedules in the largest cities, which gave increases over a long period of time and to teachers who had already reached the higher stages in 1904.

5. Of the 331 cities, 50 have apparently not increased their minimum while 23 have not increased their maximum salaries. That there is need for revision of salary schedules in such cities and in certain others where increases have been slight is established by the

general opinion of boards of education in cities of all sizes all over the country.

Whether increased efficiency has resulted from increase in salaries there is as yet no means of ascertaining. With increased ability to measure the educational product, which is one prominent feature of educational development just now, the question can be answered more satisfactorily. But it does seem that in all normal situations such a result must have followed from the decrease in anxiety over financial matters and the appreciation of services indicated by the increase granted. It must be said, too, that school boards have a right to expect increased efficiency to follow increased salaries, even though higher pay be warranted as a matter of simple justice.

The second method of comparing changes in salary emphasizes throughout the salary of each individual teacher, and for this reason is considered superior to the comparison of averages in which the individual is lost in the mass.

The salaries paid elementary teachers in 1904, as given in the committee report for that year, were arranged in order, and the median lower and upper quartile points determined. Then the salaries paid the same group of teachers in 1913, as given in "The Tangible Rewards of Teaching," were examined, and an attempt was made to find how many teachers in each city were receiving in 1913 salaries at least as high as the salaries at these points in 1904. The per cent that each of these numbers of teachers is of the total number of teachers in that city in 1913 was determined. This information is brought together in Table 14.

TABLE 14.—*Number and per cent of elementary-school teachers in 1912–13 that were receiving salaries as high or higher than median, lower quartile, and upper quartile salaries of 1903–4.*

Cities.	Number of teachers, 1912–13.	Median salary, 1903–4.	Teachers receiving in 1913 median salary of 1904 or above.	Per cent of total number of teachers.	Lower quartile salary, 1903–4.	Teachers receiving in 1913 lower quartile salary of 1904 or above.	Per cent of total number of teachers.	Upper quartile salary, 1903–4.	Teachers receiving in 1913 upper quartile salary of 1904 or above.	Per cent of total number of teachers.
1	2	3	4	5	6	7	8	9	10	11
Cities having over 250,000 inhabitants.										
San Francisco, Cal...	879	$925	717	81.6	$825	879	100.0	$975	689	78.4
Washington, D. C....	982	625	932	94.9	575	982	100.0	725	602	61.3
Chicago, Ill...........	4,824	875	3,807	78.9	825	3,940	81.7	875	3,807	78.9
New Orleans, La.....	887	475	859	96.8	425	878	99.0	525	776	87.5
Baltimore, Md........	1,303	525	1,206	92.6	525	1,206	92.6	625	941	72.2
Boston, Mass.........	1,790	925	1,150	64.2	775	1,401	78.3	925	1,150	64.2
Minneapolis, Minn...	916	775	818	89.3	675	896	97.8	775	818	89.3
St. Louis, Mo.........	1,274	675	1,222	95.9	575	1,274	100.0	675	1,222	95.9
Newark, N. J.........	1,098	775	777	70.8	625	1,020	92.9	775	777	70.8
New York, N. Y.....	14,130	925	9,387	66.4	775	11,377	80.5	1,250	6,318	44.7
Cincinnati, Ohio.....	809	725	702	86.8	725	702	86.8	775	669	82.7
Cleveland, Ohio......	1,447	725	913	63.1	625	1,201	83.0	725	913	63.1
Philadelphia, Pa.....	3,505	775	2,550	72.8	625	3,287	93.8	775	2,550	72.8
Milwaukee, Wis......	774	675	774	100.0	625	774	100.0	675	774	100.0

TABLE 14.—*Number and per cent of elementary-school teachers in 1912-13 that were receiving salaries as high or higher than median, lower quartile, and upper quartile salaries of 1903-4*—Continued.

Cities.	Number of teachers, 1912-13.	Median salary, 1903-4.	Teachers receiving in 1913 median salary of 1904 or above.	Per cent of total number of teachers.	Lower quartile salary, 1903-4.	Teachers receiving in 1913 lower quartile salary of 1904 or above.	Per cent of total number of teachers.	Upper quartile salary, 1903-4.	Teachers receiving in 1913 upper quartile salary of 1904 or above.	Per cent of total number of teachers.
1	2	3	4	5	6	7	8	9	10	11
Cities having 100,000 and fewer than 250,000 inhabitants.										
Oakland, Cal	431	$925	426	98.8	$825	431	100.0	$925	426	98.8
Denver, Colo	552	775	435	78.8	775	435	78.8	775	435	78.8
Atlanta, Ga	404	525	334	82.7	525	334	82.7	625	196	48.5
Indianapolis, Ind	652	625	474	72.7	575	508	77.9	625	474	72.7
Louisville, Ky	534	525	424	79.4	425	499	93.4	575	367	68.7
Cambridge, Mass	265	725	197	74.3	675	208	78.5	725	197	74.3
Fall River, Mass	369	525	282	76.4	525	282	76.4	525	282	76.4
Lowell, Mass	230	625	230	100.0	625	230	100.0	625	230	100.0
Worcester, Mass	430	625	371	86.3	575	388	90.2	625	371	86.3
Grand Rapids, Mich	314	625	251	79.9	575	261	83.1	675	239	76.1
St. Paul, Minn	490	725	354	72.2	575	424	86.5	775	324	66.1
Paterson, N. J	442	575	313	70.8	575	313	70.8	675	251	56.8
Albany, N. Y	256	625	229	89.5	625	229	89.5	625	229	89.5
Rochester, N. Y	645	625	551	85.4	525	615	95.3	625	551	85.4
Dayton, Ohio	267	575	226	84.6	475	267	100.0	575	226	84.6
Portland, Oreg	637	725	637	100.0	675	637	100.0	725	637	100.0
Scranton, Pa	415	625	226	54.5	525	327	78.8	625	226	54.5
Providence, R. I	585	625	464	79.3	575	513	87.7	625	464	79.3
Memphis, Tenn	344	575	292	84.9	475	305	88.7	575	292	84.9
Nashville, Tenn	288	525	252	87.5	475	279	96.9	625	226	78.5
Richmond, Va	328	475	233	71.0	425	259	79.0	475	233	71.0
Seattle, Wash	675	825	664	98.4	725	675	100.0	825	664	98.4
Spokane, Wash	354	675	351	99.2	625	351	99.2	725	340	96.0
Cities having 50,000 and fewer than 100,000 inhabitants.										
Waterbury, Conn	207	625	121	58.5	475	206	99.5	625	121	58.5
Savannah, Ga	146	525	86	58.9	475	110	75.3	625	53	36.3
East St. Louis, Ill	156	575	113	72.4	525	129	82.7	625	92	59.0
Springfield, Ill	154	525	140	90.9	475	142	92.2	625	126	81.8
Evansville, Ind	192	575	162	84.4	575	162	84.4	575	162	84.4
Fort Wayne, Ind	137	525	129	94.2	475	130	94.9	525	129	94.2
Terre Haute, Ind	201	525	201	100.0	525	201	100.0	575	187	93.0
Kansas City, Kans	263	525	263	100.0	525	263	100.0	525	263	100.0
Wichita, Kans	177	475	163	92.1	350	177	100.0	475	163	92.1
Covington, Ky	118	575	106	89.8	575	106	89.8	625	86	72.9
Holyoke, Mass	163	625	140	85.9	625	140	85.9	625	140	85.9
Lawrence, Mass	182	525	172	94.5	475	180	98.9	525	172	94.5
Lynn, Mass	260	625	223	85.8	625	223	85.8	625	223	85.8
New Bedford, Mass	279	625	255	91.4	625	255	91.4	625	255	91.4
Somerville, Mass	212	675	187	88.2	675	187	88.2	675	187	88.2
Springfield, Mass	333	625	314	94.3	625	314	94.3	625	314	94.3
Saginaw, Mich	142	525	98	69.0	425	127	89.4	525	98	69.0
Duluth, Minn	309	625	262	84.8	525	305	98.7	675	223	72.2
St. Jospeh, Mo	234	525	171	73.1	425	234	100.0	525	171	73.1
Manchester, N. H	51	575	20	39.2	575	20	39.2	575	20	39.2
Bayonne, N. J	194	575	194	100.0	525	194	100.0	625	177	91.2
Elizabeth, N. J	195	575	120	61.5	525	129	66.2	575	120	61.5
Hoboken, N. J	214	625	205	95.8	525	214	100.0	725	180	84.1
Passaic, N. J	183	575	161	88.0	525	169	92.3	675	139	76.0
Trenton, N. J	318	525	217	68.2	475	285	89.6	625	184	57.9
Schenectady, N. Y	273	525	194	71.1	525	194	71.1	575	160	58.6
Troy, N. Y	155	525	155	100.0	525	155	100.0	525	155	100.0
Utica, N. Y	277	525	245	88.4	525	245	88.4	525	245	88.4
Canton, Ohio	177	525	104	58.8	525	104	58.8	525	104	58.8
Youngstown, Ohio	233	475	225	96.6	425	227	97.4	575	205	88.0
Allentown, Pa	159	475	129	81.1	425	129	81.1	525	0	0.0
Altoona, Pa	176	425	165	93.8	375	176	100.0	475	138	78.4
Harrisburg, Pa	200	475	175	87.5	425	176	88.0	475	175	87.5
Reading, Pa	293	525	98	33.4	375	293	100.0	525	98	33.4
Wilkes-Barre, Pa	200	525	146	73.0	475	183	91.5	625	96	48.0
Pawtucket, R. I	150	575	98	65.3	475	132	88.0	575	98	65.3
Salt Lake City, Utah	461	575	399	86.6	475	461	100.0	675	331	71.8
San Antonio, Tex	260	625	190	73.1	525	259	99.6	625	190	73.1
Tacoma, Wash	247	725	221	89.5	675	239	96.8	725	221	89.5

TABLE 14.—*Number and per cent of elementary-school teachers in 1912–13 that were receiving salaries as high or higher than median, lower quartile, and upper quartile salaries of 1903–4*—Continued.

Cities.	Number of teachers, 1912–13.	Median salary, 1903–4.	Teachers receiving in 1913 median salary of 1904 or above.	Per cent of total number of teachers.	Lower quartile salary, 1903–4.	Teachers receiving in 1913 lower quartile salary of 1904 or above.	Per cent of total number of teachers.	Upper quartile salary, 1903–4.	Teachers receiving in 1913 upper quartile salary of 1904 or above.	Per cent of total number of teachers
1	2	3	4	5	6	7	8	9	10	11
Cities having 25,000 and fewer than 50,000 inhabitants.										
Berkeley, Cal.	132	$725	130	98.5	$725	130	98.5	$775	130	98.5
Pasadena, Cal.	148	675	147	99.3	675	147	99.3	675	147	99.3
Sacramento, Cal.	172	775	172	100.0	725	172	100.0	825	172	100.0
San Diego, Cal.	150	725	136	90.7	675	150	100.0	725	136	90.7
Colorado Springs, Colo.	109	775	84	77.1	675	98	89.9	775	84	77.1
Pueblo, Colo.	63	625	47	74.6	475	63	100.0	675	41	65.1
Meriden, Conn.	81	475	81	100.0	475	81	100.0	575	71	87.7
New Britain, Conn.	131	475	103	78.6	425	126	96.2	475	103	78.6
Augusta, Ga.	109	425	82	75.2	375	82	75.2	575	49	45.0
Aurora, Ill.	65	525	47	72.3	425	57	87.7	625	20	30.8
Danville, Ill.	108	425	106	98.1	375	108	100.0	475	102	94.4
Joliet, Ill.	129	475	123	95.3	375	129	100.0	475	123	95.3
Rockford, Ill.	151	425	133	88.1	375	151	100.0	475	120	79.5
Cedar Rapids, Iowa.	124	475	103	83.1	375	118	95.2	475	103	83.1
Dubuque, Iowa.	83	475	63	75.9	425	74	89.2	525	59	71.1
Sioux City, Iowa.	190	475	190	100.0	425	190	100.0	475	190	100.0
Waterloo, Iowa.	55	475	53	96.4	475	53	96.4	475	53	96.4
Topeka, Kans.	170	525	146	85.9	475	166	97.6	525	146	85.9
Lewiston, Me.	30	425	30	100.0	425	30	100.0	475	30	100.0
Chelsea, Mass.	134	625	99	73.9	575	106	79.1	625	99	73.9
Everett, Mass.	139	575	121	87.1	525	132	95.0	575	121	87.1
Haverhill, Mass.	151	575	116	76.8	525	124	82.1	575	116	76.8
Malden, Mass.	143	625	134	93.7	625	134	93.7	625	134	93.7
Newton, Mass.	114	675	97	85.1	675	97	85.1	675	97	85.1
Pittsfield, Mass.	155	475	138	89.6	425	147	94.8	475	138	89.6
Salem, Mass.	105	625	61	58.1	525	94	89.5	625	61	58.1
Waltham, Mass.	55	625	53	96.4	625	53	96.4	625	53	96.4
Battle Creek, Mich.	91	475	80	87.9	475	80	87.9	525	79	86.8
Bay City, Mich.	142	425	110	77.5	375	116	81.7	475	101	71.1
Jackson, Mich.	94	475	94	100.0	475	94	100.0	475	94	100.0
Kalamazoo, Mich.	107	425	105	98.1	375	107	100.0	425	105	98.1
Lincoln, Nebr.	158	575	156	98.7	525	157	99.4	575	156	98.7
South Omaha, Nebr.	115	525	101	87.8	525	101	87.8	525	101	87.8
Atlantic City, N. J.	151	475	151	100.0	475	151	100.0	525	151	100.0
East Orange, N. J.	126	675	104	82.5	625	118	93.7	675	104	82.5
Perth Amboy, N. J.	117	475	117	100.0	475	117	100.0	475	117	100.0
West Hoboken, N. J.	112	475	112	100.0	375	112	100.0	575	104	92.9
Amsterdam, N. Y.	74	575	26	35.1	525	55	74.3	575	26	35.1
Auburn, N. Y.	94	425	94	100.0	375	94	100.0	525	75	79.8
Elmira, N. Y.	126	425	123	97.6	375	126	100.0	475	116	92.1
Jamestown, N. Y.	104	425	104	100.0	375	104	100.0	525	69	66.3
Kingston, N. Y.	78	475	78	100.0	475	78	100.0	525	76	97.4
New Rochelle, N. Y.	118	725	102	86.4	625	112	94.9	775	79	66.9
Niagara Falls, N. Y.	106	475	102	96.2	425	106	100.0	525	102	96.2
Poughkeepsie, N. Y.	70	475	70	100.0	475	70	100.0	475	70	100.0
Watertown, N. Y.	105	375	105	100.0	375	105	100.0	375	105	100.0
Hamilton, Ohio.	113	475	106	93.8	475	106	93.8	525	100	88.5
Lima, Ohio.	99	375	99	100.0	350	99	100.0	425	82	82.8
Newark, Ohio.	79	425	73	92.4	425	73	92.4	425	73	92.4
Zanesville, Ohio.	72	525	64	88.9	525	64	88.9	525	64	88.9
Chester, Pa.	113	475	96	85.0	375	113	100.0	475	96	85.0
Easton, Pa.	89	425	79	88.8	375	89	100.0	525	58	65.2
Hazleton, Pa.	83	475	71	85.5	375	83	100.0	475	71	85.5
Lancaster, Pa.	130	425	126	96.9	425	126	96.9	425	126	96.9
McKeesport, Pa.	155	525	108	69.7	475	114	73.5	525	108	69.7
New Castle, Pa.	139	425	138	99.3	375	139	100.0	475	124	89.2
Shenandoah, Pa.	66	425	66	100.0	375	66	100.0	475	52	78.8
Williamsport, Pa.	100	425	91	91.0	425	91	91.0	475	72	72.0
York, Pa.	126	375	125	99.2	350	126	100.0	425	122	96.8
Newport, R. I.	63	575	38	60.3	475	55	87.3	575	38	60.3
Warwick, R. I.	77	425	77	100.0	425	77	100.0	425	77	100.0
Woonsocket, R. I.	76	525	56	73.7	425	64	84.2	525	56	73.7
Columbia, S. C.	49	425	34	69.4	350	45	91.8	425	34	69.4
Chattanooga, Tenn.	107	375	95	88.8	350	100	93.5	425	94	87.9
Knoxville, Tenn.	93	375	79	84.9	350	79	84.9	475	64	68.8
El Paso, Tex.	109	775	20	18.3	675	74	67.9	775	20	18.3

TABLE 14.—*Number and per cent of elementary-school teachers in 1912–13 that were receiving salaries as high or higher than median, lower quartile, and upper quartile salaries of 1903–4*—Continued.

Cities.	Number of teachers, 1912–13.	Median salary, 1903–4.	Teachers receiving in 1913 median salary of 1904 or above.	Per cent of total number of teachers.	Lower quartile salary, 1903–4.	Teachers receiving in 1913 lower quartile salary of 1904 or above.	Per cent of total number of teachers.	Upper quartile salary, 1903–4.	Teachers receiving in 1913 upper quartile salary of 1904 or above.	Per cent of total number of teachers.
1	2	3	4	5	6	7	8	9	10	11
Cities having 25,000 and fewer than 50,000 inhabitants—Continued.										
Ogden, Utah	129	$425	129	100.0	$375	129	100.0	$475	129	100.0
Portsmouth, Va	80	425	59	73.8	375	62	77.5	475	51	63.8
Wheeling, W. Va	138	475	138	100.0	425	138	100.0	475	138	100.0
Green Bay, Wis	77	475	61	79.2	425	76	98.7	525	36	46.8
La Crosse, Wis	83	475	83	100.0	425	83	100.0	525	77	92.8
Madison, Wis	69	425	69	100.0	425	69	100.0	475	69	100.0
Oshkosh, Wis	89	475	86	96.6	475	86	96.6	525	61	68.5
Sheboygan, Wis	69	475	69	100.0	475	69	100.0	475	69	100.0
Superior, Wis	129	575	97	75.2	525	109	84.5	625	82	63.6
Racine, Wis	125	525	112	89.6	425	125	100.0	575	97	77.6
Cities having 10,000 and fewer than 25,000 inhabitants.										
Anniston, Ala	26	475	15	57.7	375	24	92.3	475	15	57.7
Selma, Ala	23	525	14	60.9	350	16	69.6	625	12	52.2
Fort Smith, Ark	79	475	52	65.8	425	72	91.1	525	46	58.2
Alameda, Cal	74	775	73	98.6	725	73	98.6	825	69	93.2
Fresno, Cal	132	725	132	100.0	725	132	100.0	725	132	100.0
Stockton, Cal	96	775	96	100.0	725	96	100.0	825	96	100.0
Ansonia, Conn	49	575	49	100.0	525	49	100.0	575	49	100.0
Middletown, Conn	31	475	25	80.6	425	30	96.8	475	25	80.6
Naugatuck, Conn	41	475	32	78.0	475	32	78.0	525	27	65.9
New London, Conn	87	475	67	77.0	425	80	92.0	575	35	40.2
Athens, Ga	44	525	28	63.6	375	28	63.6	525	28	63.6
Columbus, Ga	55	525	26	47.3	525	26	47.3	525	26	47.3
Alton, Ill	66	475	46	69.7	425	55	83.3	575	33	50.0
Belleville, Ill	48	475	48	100.0	375	48	100.0	525	45	93.8
Cairo, Ill	41	375	30	73.2	350	33	80.5	475	16	39.0
Champaign, Ill	45	475	45	100.0	475	45	100.0	475	45	100.0
Evanston, Ill	113	725	96	85.0	675	109	96.5	775	77	68.1
Freeport, Ill	48	475	32	66.7	425	42	87.5	525	31	64.6
Galesburg, Ill	61	475	44	72.1	475	44	72.1	525	36	59.0
Jacksonville, Ill	47	475	47	100.0	475	47	100.0	475	47	100.0
Kankakee	36	375	33	91.7	375	33	91.7	425	30	83.3
La Salle, Ill	22	575	22	100.0	575	22	100.0	575	22	100.0
Lincoln, Ill	25	425	25	100.0	425	25	100.0	475	11	44.0
Mattoon, Ill	44	375	43	97.7	375	43	97.7	375	43	97.7
Rock Island, Ill	151	475	136	90.1	475	136	90.1	475	136	90.1
Waukegan, Ill	47	475	40	85.1	425	41	87.2	525	33	70.2
Huntington, Ind	31	525	31	100.0	575	31	100.0	525	31	100.0
Kokomo, Ind	57	475	57	100.0	475	57	100.0	475	57	100.0
Marion, Ind	79	525	62	78.5	525	62	78.5	525	62	78.5
Muncie, Ind	105	475	98	93.3	475	98	93.3	475	98	93.3
Peru, Ind	31	475	28	90.3	475	28	90.3	475	28	90.3
Richmond, Ind	59	525	59	100.0	525	59	100.0	525	59	100.0
Burlington, Iowa	72	525	59	81.9	425	68	94.4	525	59	81.9
Fort Dodge, Iowa	47	425	47	100.0	425	47	100.0	475	47	100.0
Keokuk, Iowa	46	475	42	91.3	425	46	100.0	475	42	91.3
Marshalltown, Iowa	46	475	46	100.0	425	46	100.0	475	46	100.0
Muscatine, Iowa	58	525	48	82.8	425	57	98.3	525	48	82.8
Ottumwa, Iowa	107	425	80	74.8	350	90	84.1	475	66	61.7
Fort Scott, Kans	34	425	34	100.0	425	34	100.0	425	34	100.0
Hutchinson, Kans	65	425	65	100.0	375	65	100.0	475	64	98.5
Lawrence, Kans	39	425	35	89.7	425	35	89.7	475	32	82.1
Leavenworth, Kans	24	475	24	100.0	375	24	100.0	525	24	100.0
Frankfort, Ky	26	425	22	84.6	375	25	96.2	425	22	84.6
Henderson, Ky	47	425	29	61.7	375	37	78.7	475	25	53.2
Owensboro, Ky	51	375	44	86.3	375	44	86.3	375	44	86.3
Auburn, Me	52	350	45	86.5	350	45	86.5	375	40	76.9
Bangor, Me	80	425	80	100.0	375	80	100.0	475	75	93.8
Arlington, Mass	46	625	38	82.6	625	38	82.6	625	38	82.6
Attleboro, Mass	53	475	53	100.0	425	53	100.0	475	53	100.0
Beverly, Mass	89	525	86	96.6	525	86	96.6	525	86	96.6
Clinton, Mass	45	475	45	100.0	475	45	100.0	475	45	100.0
Framingham, Mass	46	475	39	84.8	475	39	84.8	475	39	84.8

TABLE 14.—*Number and per cent of elementary-school teachers in 1912–13 that were receiving salaries as high or higher than median, lower quartile, and upper quartile salaries of 1903–4*—Continued.

Cities.	Number of teachers, 1912–13.	Median salary, 1903–4.	Teachers receiving in 1913 median salary of 1904 or above.	Per cent of total number of teachers.	Lower quartile salary, 1903–4.	Teachers receiving in 1913 lower quartile salary of 1904 or above.	Per cent of total number of teachers.	Upper quartile salary, 1903–4.	Teachers receiving in 1913 upper quartile salary of 1904 or above.	Per cent of total number of teachers.
1	2	3	4	5	6	7	8	9	10	11
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.										
Gardner, Mass	40	$375	39	97.5	$375	39	97.5	$375	39	97.5
Gloucester, Mass	104	425	97	93.3	375	104	100.0	425	97	93.3
Leominster, Mass	46	475	36	78.3	350	46	100.0	525	32	69.6
Marlboro, Mass	47	525	47	100.0	525	47	100.0	525	47	100.0
Medford, Mass	87	625	75	86.2	625	75	86.2	625	75	86.2
Melrose, Mass	77	575	71	92.2	525	74	96.1	575	71	92.2
Milford, Mass	41	425	39	95.1	350	41	100.0	425	39	95.1
Newburyport, Mass	38	425	37	97.4	375	37	97.4	475	36	94.7
North Adams, Mass	75	475	62	82.7	475	62	82.7	475	62	82.7
Revere, Mass	92	525	81	88.0	525	81	88.0	575	65	70.7
Southbridge, Mass	21	425	21	100.0	375	21	100.0	425	21	100.0
Wakefield, Mass	52	475	50	96.2	425	50	96.2	525	48	92.3
Webster, Mass	25	425	22	88.0	425	22	88.0	475	22	88.0
Westfield, Mass	54	475	10	18.5	425	54	100.0	475	10	18.5
Weymouth, Mass	45	525	32	71.1	475	39	86.7	625	0	0.0
Woburn, Mass	46	525	44	95.7	525	44	95.7	575	42	91.3
Adrian, Mich	34	425	34	100.0	425	34	100.0	425	34	100.0
Ann Arbor, Mich	44	525	43	97.7	375	44	100.0	525	43	97.7
Escanaba, Mich	43	475	28	65.1	475	28	64.1	525	22	51.2
Ironwood, Mich	47	525	39	83.0	525	39	83.0	575	39	83.0
Marquette, Mich	36	475	35	97.2	475	35	97.2	525	30	83.3
Menominee, Mich	48	425	48	100.0	425	48	100.0	425	48	100.0
Muskegon, Mich	77	425	57	74.0	375	64	83.1	475	53	68.8
Sault Ste. Marie, Mich	40	525	40	100.0	475	40	100.0	525	40	100.0
Mankato, Minn	25	475	16	64.0	425	25	100.0	475	16	64.0
Winona, Minn	52	475	51	98.1	475	51	98.1	525	43	82.7
Hannibal, Mo	58	375	48	82.8	350	58	100.0	425	39	67.2
Sedalia, Mo	62	375	58	93.5	350	62	100.0	375	58	93.5
Webb, Mo	39	425	7	17.9	350	27	69.2	475	2	5.1
Great Falls, Mont	65	775	63	96.9	775	63	96.9	775	63	96.9
Dover, N. H	32	475	29	90.6	475	29	90.6	475	29	90.6
Keene, N. H	38	350	31	81.6	350	31	81.6	350	31	81.6
Laconia, N. H	35	375	27	77.1	375	27	77.1	375	27	77.1
Portsmouth, N. H	30	575	24	80.0	425	29	96.7	575	24	80.0
Bridgeton, N. J	48	375	47	97.9	375	47	97.9	425	42	87.5
Harrison, N. J	27	625	19	70.4	525	26	96.3	675	17	63.0
Kearny, N. J	76	525	76	100.0	525	76	100.0	525	76	100.0
Long Branch, N. J	58	575	58	100.0	525	58	100.0	625	51	87.9
Montclair, N. J	82	675	79	96.3	625	81	98.8	675	79	96.3
Morristown, N. J	33	575	33	100.0	575	33	100.0	625	32	97.0
New Brunswick, N. J.	56	475	56	100.0	425	56	100.0	475	56	100.0
Plainfield, N. J	94	575	93	98.9	525	93	98.9	625	85	90.4
Batavia, N. Y	40	475	26	65.0	425	34	85.0	475	26	65.0
Corning, N. Y	19	475	19	100.0	475	19	100.0	525	19	100.0
Cohoes, N. Y	43	475	43	100.0	475	43	100.0	475	43	100.0
Dunkirk, N. Y	47	475	44	93.6	475	44	93.6	475	44	93.6
Geneva, N. Y	37	525	35	94.6	525	35	94.6	525	35	94.6
Gloversville, N. Y	49	425	49	100.0	425	49	100.0	475	46	93.9
Hornell, N. Y	49	425	45	91.8	375	49	100.0	425	45	91.8
Ithaca, N. Y	45	475	42	93.3	475	42	93.3	525	38	84.4
Johnstown, N. Y	28	425	28	100.0	425	28	100.0	425	28	100.0
Little Falls, N. Y	25	475	24	96.0	475	24	96.0	525	22	88.0
Lockport, N. Y	57	475	26	45.6	375	57	100.0	475	26	45.6
Middletown, N. Y	48	475	48	100.0	425	48	100.0	525	45	93.8
North Tonawanda, N. Y	42	475	42	100.0	425	42	100.0	525	40	95.2
Peekskill, N. Y	44	475	44	100.0	425	44	100.0	525	43	97.7
Rome, N. Y	45	425	45	100.0	425	45	100.0	425	45	100.0
Saratoga Springs, N. Y	42	475	36	85.7	475	36	85.7	475	36	85.7
Asheville, N. C	59	375	51	86.4	350	54	91.5	425	41	69.5
Chillicothe, Ohio	52	425	48	92.3	425	48	92.3	475	47	90.4
Elyria, Ohio	54	425	54	100.0	375	54	100.0	475	54	100.0
Portsmouth, Ohio	79	425	61	77.2	350	79	100.0	475	51	64.6
Sandusky, Ohio	50	475	46	92.0	375	50	100.0	525	39	78.0
Tiffin, Ohio	24	475	22	91.7	425	23	95.8	475	22	91.7
Beaver Falls, Pa	31	425	30	96.8	375	31	100.0	475	21	67.7

TABLE 14.—*Number and per cent of elementary-school teachers in 1912-13 that were receiving salaries as high or higher than median, lower quartile, and upper quartile salaries of 1903-4*—Continued.

Cities.	Number of teachers, 1912-13.	Median salary, 1903-4.	Teachers receiving in 1913 median salary of 1904 or above	Per cent of total number of teachers.	Lower quartile salary, 1903-4.	Teachers receiving in 1913 lower quartile salary of 1904 or above.	Per cent of total number of teachers.	Upper quartile salary, 1903-4.	Teachers receiving in 1913 upper quartile salary of 1904 or above.	Per cent of total number of teachers.
1	2	3	4	5	6	7	8	9	10	11
Cities having 10,000 and fewer than 25,000 inhabitants—Continued.										
Braddock, Pa	49	$475	37	75.5	$475	37	75.5	$475	37	75.5
Butler, Pa	59	425	47	79.7	375	50	84.7	475	31	52.5
Carlisle, Pa	27	425	27	100.0	350	27	100.0	475	27	100.0
Chambersburg, Pa	39	350	39	100.0	350	39	100.0	425	39	100.0
Lebanon, Pa	56	350	56	100.0	350	56	100.0	375	53	94.6
Mahanoy City, Pa	51	475	27	52.9	425	51	100.0	475	27	52.9
Mount Carmel, Pa	47	350	47	100.0	350	47	100.0	350	47	100.0
Phoenixville, Pa	28	425	28	100.0	375	28	100.0	425	28	100.0
Pottstown, Pa	65	375	65	100.0	375	65	100.0	425	60	92.3
Sharon, Pa	51	425	45	88.2	425	45	88.2	475	37	72.5
Sunbury, Pa	45	425	44	97.8	425	44	97.8	475	24	53.3
West Chester, Pa	26	525	26	100.0	525	26	100.0	575	18	69.2
Central Falls, R. I	41	425	41	100.0	425	41	100.0	475	41	100.0
Spartanburg, S. C	54	375	39	72.2	350	39	72.2	375	39	72.2
Beaumont, Tex	60	525	30	50.0	475	40	66.7	525	30	50.0
Burlington, Vt	74	475	43	58.1	425	49	66.2	475	43	58.1
Danville, Va	64	375	45	70.3	350	46	71.9	425	45	70.3
Charleston, W. Va	113	375	110	97.3	375	110	97.3	425	104	92.0
Appleton, Wis	49	425	49	100.0	375	49	100.0	475	43	87.8
Ashland, Wis	41	525	31	75.6	475	36	87.8	575	19	46.3
Beloit, Wis	46	425	46	100.0	375	46	100.0	475	42	91.3
Eau Claire, Wis	76	425	76	100.0	375	76	100.0	475	66	86.8
Fond du Lac, Wis	51	425	51	100.0	425	51	100.0	425	51	100.0
Janesville, Wis	47	375	47	100.0	350	47	100.0	425	47	100.0
Manitowoc, Wis	28	425	28	100.0	425	28	100.0	475	28	100.0
Marinette, Wis	41	425	41	100.0	425	41	100.0	475	37	90.2
Wausau, Wis	51	425	51	100.0	375	51	100.0	475	38	74.5
Cheyenne, Wyo	33	625	33	100.0	625	33	100.0	625	33	100.0
Cities having 5,000 and fewer than 10,000 inhabitants.										
Huntsville, Ala	20	375	10	50.0	375	10	50.0	375	10	50.0
Cripple Creek, Colo	51	725	32	62.7	675	45	88.2	825	17	33.3
Leadville, Colo	19	675	9	47.4	625	18	94.7	725	2	10.5
Ottawa, Ill	32	525	32	100.0	525	32	100.0	575	31	96.9
Oskaloosa, Iowa	39	425	39	100.0	425	39	100.0	425	39	100.0
Emporia, Kans	29	475	26	89.7	475	26	89.7	475	26	89.7
Bath, Me	29	350	13	44.8	350	13	44.8	425	5	17.2
Rockland, Me	29	375	29	100.0	375	29	100.0	425	29	100.0
Annapolis, Md	16	350	16	100.0	350	16	100.0	350	16	100.0
Danvers, Mass	32	475	25	78.1	475	25	78.1	475	25	78.1
Natick, Mass	29	425	29	100.0	375	29	100.0	425	29	100.0
Ware, Mass	24	425	23	95.8	425	23	95.8	525	9	37.5
Iron Mountain, Mich	50	525	50	100.0	475	50	100.0	525	50	100.0
Owosso, Mich	35	425	35	100.0	425	35	100.0	425	35	100.0
Newbern, N. C	24	350	16	66.7	350	16	66.7	350	16	66.7
Wellston, Ohio	31	350	31	100.0	350	31	100.0	375	22	71.0
Danville, Pa	27	375	27	100.0	375	27	100.0	375	27	100.0
Titusville, Pa	30	425	30	100.0	425	30	100.0	425	30	100.0
Corsicana, Tex	37	525	20	54.1	475	26	70.3	525	20	54.1

Had there been no increases in salary, each city in 1913 would theroetically still have 75 per cent of its teachers receiving more than the salaries at the lower quartile point of 1904, 50 per cent more than at the median, and 25 per cent more than at the upper quartile. In the manner in which these points often fall, however, the median is almost invariably a salary which has several more of the same amounts, some above and some below in the list, so that these per cents would naturally be increased, especially the median; for our statement lists salaries that are as great or greater, including some that, in the original serial arrangement of salaries, are below the points in question. Just how much these per cents should be increased because of this peculiar condition there is no means of knowing, but a liberal approximation would not exceed 10 per cent in case of the median and 2 per cent in case of the quartile points. In other words, if salaries had not changed, we might expect to find in each city not over 77 per cent of the teachers getting in 1913 as much or more than the salary at the lower quartile point in 1904, not over 60 per cent getting the median salary of 1904 or better, and not over 27 per cent getting salaries equal to or better than the salary at the upper quartile in the earlier year. Just what per cent of teachers in each city get as much or more in each of the respects is shown more clearly in the following tables of frequencies:

TABLE 15.—*Frequency of different percentages of total number of elementary-school teachers receiving in 1912–13 salaries as high or higher than the lower quartile salaries of 1903–4, in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV	Group V.	Group VI.	All cities.
39			1				1
44						1	1
47					1		1
50						1	1
58			1				1
63					1		1
65					1		1
66			1		2	1	4
67				1			1
69					2		2
70		1				1	2
71			1		1		2
72					2		2
73				1			1
74				1			1
75			1	1	1		3
76		1					1
77		1		1	1		3
78	1	3			3	1	8
79		1		1			2
80	1				1		2
81	1		1	1	1		4
82		1	1	1	2		5
83	1	1			3		5
84			1	3	3		7
85			2	1	2		5
86	1	1			4		6
87		1		4	3		8
88		1	4	1	3	1	10
89		1	3	3	1	1	9
90		1			3		4
91			2	2	3		7
92	2		2	1	3		8
93	1	1		4	3		9
94			2	2	2	1	7
95		1		2	2	1	6
96		1	1	5	10		17
97	1		1	1	7		10
98			2	2	5		9
99	1	1	1	2			5
100	4	5	11	35	69	10	134
Total	14	23	39	76	145	19	316
Median	93.0	88.0	92.0	98.5	98.2	78.0	97.0
Lower quartile	83.0	78.7	85.5	89.7	88.7	100.0	87.8
Upper quartile	100.0	99.0	100.0	100.0	100.0	100.0	100.0

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[1] See note on p. 103.

TABLE 16.—*Frequency of different percentages of total number of elementary-school teachers receiving in 1912–13 salaries as high or higher than the median salaries of 1903–4, in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
17					1		1
18				1	1		2
33			1				1
35				1			1
39			1				1
44						1	1
45					1		1
47					1	1	2
50					1	1	2
52					1		1
54		1				1	2
57					1		1
58			3	1	1		5
60				1	1		2
61			1		1		2
62						1	1
63	1				1		2
64	1				1		2
65			1		3		4
66	1				1	1	3
68			1				1
69			1	2	1		4
70	1	1			2		4
71		1	1		1		3
72	1	2	1	1	2		7
73			3	3	1		7
74		1		1	2		4
75				3	2		5
76		1		1			2
77				2	3		5
78	1	1		1	3	1	7
79		3		1	1		5
80					2		2
81	1		1		2		4
82		1		1	4		6
83				1	1		2
84		2	2	1	2		7
85		1	2	4	3		10
86	1	1	1	1	4		8
87		1	1	3			5
88			3	4	3		10
89	1	1	2	2	1	1	8
90			1	1	3		5
91			1	1	4		6
92	1		1		3		5
93			1	3	5		9
94	1		3		1		5
95	1		1	1	2	1	6
96	1		1	5	6		13
97				1	8		9
98		2		4	3		9
99		1		3			4
100	1	2	4	21	54	10	92
Total	14	23	39	76	145	19	316
Median	84	82	86	93	95	62	91
Lower quartile	70	74	71	82	81	100	78
Upper quartile	94	89	93	100	100	100	100

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[1] See note on p. 103.

TABLE 17.—*Frequency of different percentages of total number of elementary-school teachers receiving in 1912-13 salaries as high or higher than the upper quartile salaries of 1903-4, in cities having over 5,000 inhabitants.*

Per cents.	Group I.[1]	Group II.	Group III.	Group IV.	Group V.	Group VI.	All cities.
0			1		1		2
5					1		1
10						1	1
17						1	1
18				1	1		2
30				1			1
33			1			1	2
35				1			1
36			1				1
37						1	1
39			1		1		2
40					1		1
44	1				1		2
45				1	1		2
46				1	1		2
47					1		1
48		1	1				2
50					2	1	3
51					1		1
52					3		3
53					2		2
54		1				1	2
56		1					1
57			1		1		2
58			3	1	2		6
59			1		1		2
60				1			1
61	1		1		1		3
63	1			2	2		5
64	1				3		4
65			1	2	2		5
66		1		2		1	4
67					2		2
68		1		2	2		5
69			1	2	3		6
70	1				3		4
71		1	1	2		1	5
72	2	1	2	1	2		8
73			2	2			4
74		1			1		2
75					1		1
76		2	1	1	1		5
77				2	1		3
78	2	2	1	2	2	1	10
79		1		2			3
80					2		2
81			1		2		3
82	1			2	5		8
83				1	3		4
84		2	2		3		7
85		1	2	4	1		8
86		1		1	3		5
87	1		1	4	3		9
88			3	2	2		7
89	1	1	1	2		1	6
90				1	6		7
91			2		5		7
92			1	4	4		9
93			1	1	7		9
94			3	1	4		8
95	1			1	3		5
96		1		5	3	1	10
97				1	5		6
98		2		3	1		6
99				1			1
100	1	2	2	13	36	8	62
Total	14	23	39	76	145	19	316
Median	75	79	78	87	90	89	86
Lower quartile	64	71	59	72	70	50	70
Upper quartile	87	89	89	97	98	100	97

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[1] See note on p. 103.

A study of these tables reveals the following facts:

1. The salaries of individual teachers have decreased remarkably in a number of cities. Measured by the standard of 77 per cent of teachers' salaries above the lower quartile point, 29 of the 316 cities are found to have a lower percentage. In 4 of these cities the number of teachers is 50 per cent or lower. Measured by the standard of 60 per cent above the median, 23 cities are found to have a lower percentage; and by the standard of 27 per cent above the upper quartile point, 7 cities show a decrease in individual teachers' salaries.

2. On the other hand, there are more cities which show a gratifying increase. In 134, or 42 per cent of the 316 cities, all of the teachers received higher salaries in 1913 than were paid to the teacher at the lowest quartile points 9 years previous; in 92, or 29 per cent, the entire body of elementary teachers receive higher than the teacher at the median at that time; and in 62, or 20 per cent, of the cities, every teacher gets more than the teacher three-fourths of the way up in the scale received in 1904. The following table gives the data for each group of cities as well as for the entire country:

TABLE 18.—*Per cent of cities in each group in which 100 per cent of the teachers were receiving in 1913 as much or more than the lower quartile, median, and upper quartile in 1904, respectively.*

	Group 1.	Group 2.	Group 3.	Group 4.	Group 5.	Group 6.	Total.
Lower quartile	29	22	28	46	48	53	42
Median	7	9	10	28	37	53	29
Upper quartile	7	9	5	17	25	42	20

3. In one-half of the cities, 97 per cent of the teachers or more received in 1913 salaries above the salary at the lower quartile point in 1904; 91 per cent received salaries above the median; and 85 per cent above the upper quartile point. This method may be still further amplified by consulting the median, lower, and upper quartiles in the tables of frequencies.

4. The groups of cities in which the largest number of increases occur are those having 10,000 to 25,000 and from 25,000 to 50,000 population. The group with the poorest record is that having 5,000 to 10,000 population.

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UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1915, NO. 32 - - - - - - - WHOLE NUMBER 659

THE SCHOOL SYSTEM OF ONTARIO

WITH SPECIAL REFERENCE TO THE RURAL SCHOOLS

By HAROLD W. FOGHT
SPECIALIST IN RURAL SCHOOL PRACTICE
BUREAU OF EDUCATION

DEPARTMENT OF THE INTERIOR

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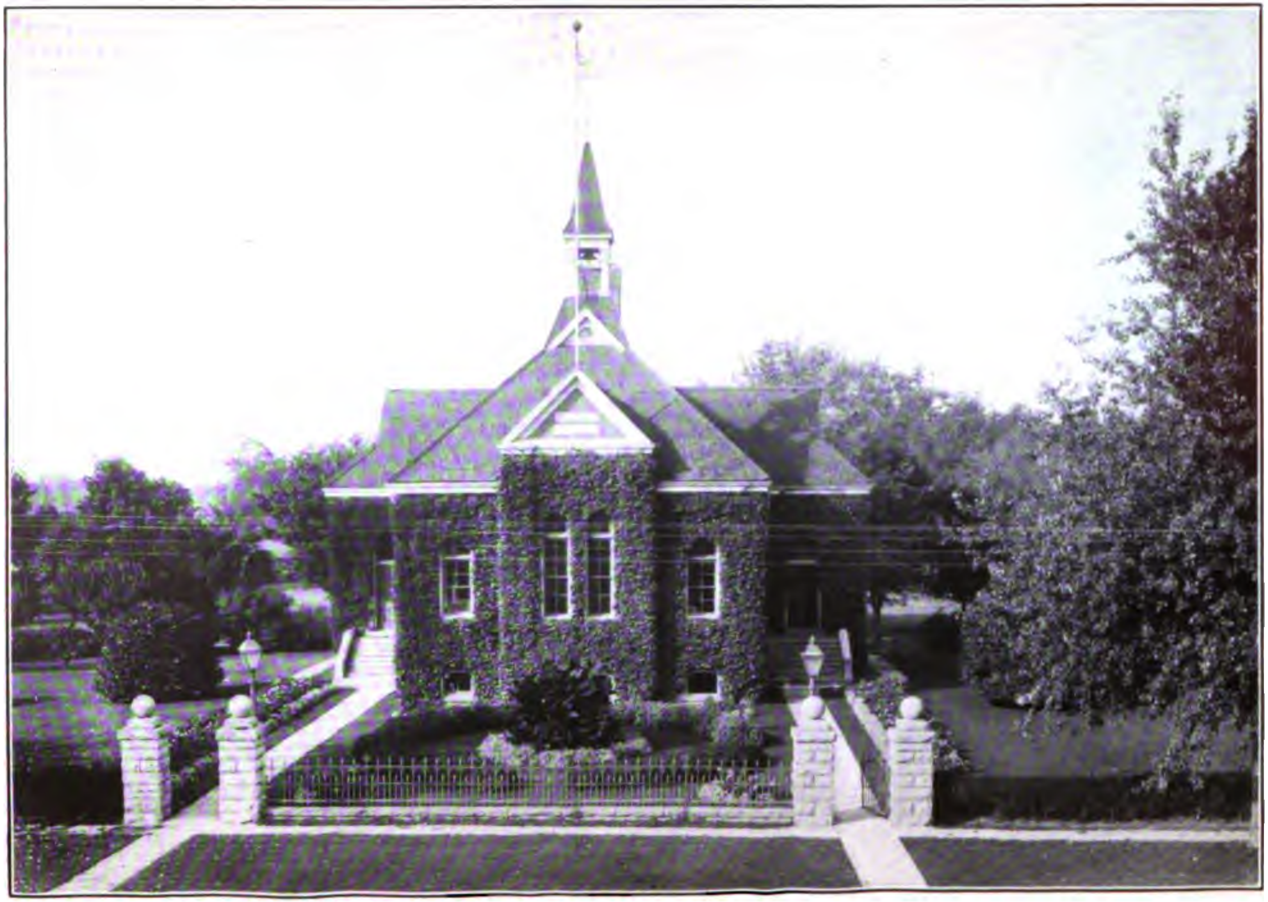

THE RITTENHOUSE RURAL SCHOOL.

This school, with its ample gardens and grounds, plays a vital part in the community activities of Lincoln County.

UNITED STATES BUREAU OF EDUCATION
BULLETIN, 1915, NO. 32 - - - - - - WHOLE NUMBER 659

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CONTENTS.

Page.
Preface 5
I. General statement of rural life conditions in Ontario 7
  Brief historic sketch 7
  Problems of rural life 8
  Decreasing rural population 8
  No loss in tillers of the land 9
  The problem of tenant farming 10
  Rural economic and social life 10
  Education for rural life 11
  Effectiveness of the small rural schools 12
  Similarity to school systems of United States 12
II. The Ontario school system in some detail 12
  The provincial department of education 12
  The elementary schools 13
  Secondary education 14
  Higher education 16
  School inspection 17
III. Rural school administration and maintenance 18
  School organization not satisfactory 18
  Plan of school maintenance good 18
  Apportioning legislative grants 19
  Local school boards and inspectors 21
  Professional school inspection 22
  Superannuated teachers and inspectors 23
IV. The management of the schools 24
  A uniformly long school year 24
  School attendance 25
  Compulsory-attendance law 25
  School accommodations and equipment 26
  Grounds and buildings 28
  Classroom work and examinations 29
V. Recent progress in agricultural education 29
  Agricultural instruction act of 1913 29
  Provincial agricultural organizations 30
  Dominion department of agriculture 31
  Local agricultural experts 31
  Ontario Agricultural College 31
  Rural schools in agricultural education 32
  A new method for an old subject 32
  What has been accomplished 33
  Agricultural progress 34
  Reasons for success 34
  The experimental union 38
  Testimony of the teachers 38

Page.
VI. The causes of slow progress in school consolidation........ 41
    General statement........ 41
    School section No. 6, Raleigh Township, Kent County........ 41
    Teachers' homes........ 42
    Rittenhouse School........ 44
    The Macdonald educational movement........ 45
    The Macdonald School at Guelph........ 47
    Other consolidated schools........ 48
    Need of reorganization........ 48
VII. Preparation, salaries, and tenure of teachers........ 49
    Teacher efficiency........ 49
    History of teacher training........ 49
    Model schools........ 50
    Provincial normal schools........ 52
    Normal school course of study........ 53
    Teaching agriculture........ 55
    Remuneration of teachers........ 57
    Teacher tenures increasing........ 57
List of references on rural education in Ontario........ 58

LIST OF ILLUSTRATIONS.

Page.
Plate 1. The Rittenhouse rural school........ Frontispiece.
2. *A*. Rural school at North Grimsby, Lincoln County; *B*. Manual training work at Rittenhouse rural school........ 26
3. *A*. A modern one-teacher school in Middlesex County; *B*. A new one-teacher school in Simcoe County........ 26
4. *A*. The Vineland Rural School and gardens, Lincoln County, near St. Catherines; *B*. Another view of the Vineland school gardens... 34
5. Prize collection of flowers and vegetables........ 40
6. *A*. Watson's School, Guelph Township, Wellington County; *B*. School in Eramosa Township........ 42
7. *A*. A view of the Rittenhouse School garden; *B*. Another interesting view of the same garden........ 42
8. *A*. The Macdonald Consolidated School and garden, Guelph, Ontario; *B*. Teachers-in-training at Guelph preparing their garden plats.. 46
9. Provincial Normal School at London, Ontario........ 52
Figure showing plan of school grounds suggested........ 28
Figure showing another plan suggested........ 28
Map showing progress of agricultural teaching in Ontario schools, 1911.. 34
Map showing progress of agricultural teaching in Ontario schools, 1912. 34

PREFACE.

This bulletin is the result of a study made in the Province of Ontario during the fall of 1914. The purpose of the investigation was, more than anything else, to seek some fair basis for comparison of the schools of Old Ontario—wedged in as it is between New York and Michigan—and the States across the border.

No effort has been made to present a detailed account of the general school system; merely enough has been included to make the general context intelligible. Chief attention is to rural life and rural school conditions. Such phases of the Ontario rural schools as have seemed of greatest interest in view of certain prevailing American conditions have been emphasized. Of special mention are: (1) the successful efforts of the provincial department of education to make the most of its small one-teacher schools by introducing into them agriculture in the form of school gardening and home projects; (2) the practical system for school maintenance and school inspection; and (3) the preparation of rural teachers in model schools, normal schools, and at the provincial agricultural college.

Ontario has not solved the problem of rural life through its one-teacher schools; but it has made a marked advance in the direction of projecting the rural schools into its farm homes. The next step for the near future probably will be to reorganize all of these schools as genuine community schools through some form of consolidation.

The investigator is indebted to the provincial department of education at Toronto for valuable assistance and for data dealing with the general and special school conditions, and to many of the school inspectors and other educators for courtesies extended. Special acknowledgment is due Prof. S. B. McCready, director of elementary agricultural education in the Province, for much personal assistance and, finally, for reading the entire manuscript and offering valuable suggestions; and to Public School Inspectors J. H. Smith, of Kent County; P. J. Thompson, of Middlesex County; Isaac Day, of Simcoe County; and W. W. Ireland, of Lincoln County, for help while visiting the schools and for the use of photographs and other material.

H. W. F.

THE SCHOOL SYSTEM OF ONTARIO, WITH SPECIAL REFERENCE TO THE RURAL SCHOOLS.

I. GENERAL STATEMENT OF RURAL LIFE CONDITIONS IN ONTARIO.

BRIEF HISTORIC SKETCH.

The Province of Ontario is the most important in the entire Dominion of Canada, considered in relation to population, wealth, and general agricultural and other industrial development. It is a large domain, extending 1,000 miles from east to west and 700 miles from north to south. The total area is 260,862 square miles, being nearly four and one-half times as large as the State of Michigan and almost five and one-half times as large as the State of New York.

It has a population of 2,523,274 (1911). Nine-tenths of the people, however, live in one-tenth of the area—the region between the Great Lakes on the one hand and the Ottawa and the St. Lawrence Rivers on the other. Of the total population 1,194,785, or considerably less than one-half, is classed as rural and the remaining 1,328,489 as urban. In the census classification in Canada, all persons living in incorporated villages are included in the returns as urban. Some of these villages contain fewer than 800 people. In the United States the census classification counts as rural the population of all towns under 2,500.

That part of the Province between the Ottawa and St. Lawrence Rivers in the east and Lakes Ontario, Erie, and Huron in the west is usually known as "Old Ontario." The frontiers of this region along these waterways have been settled for about 100 years and inland for 60 years or more. To the vast tract north and west of Old Ontario the names of "New Ontario" or "Northern Ontario" are commonly applied. In this region pioneer settlement is now proceeding.

The wedge-shaped peninsula lying between the lower Great Lakes, usually known as the "Western Peninsula," forms a particularly admirable agricultural region. It is generally conceded to be the best part of the Province. The soil is, generally speaking, good. Near the lakes it comprises silt deposits from ancient lake beds, while in other places it is somewhat rolling, the body of the soil being bowlder clay interspersed with stony moraines. The climate in this the pressure of the cities, with their labor-saving machinery, began to be felt in rural communities the craftsman-half of rural life gradulally died, destroying at the same time much of the old social life of the open country.

The last census gives the average family in Ontario at 4.6 persons, while the average for the Dominion is 4.8 persons, as against 5 persons in 1901. How this decrease has affected the average rural family can be seen from the decrease in school population. The report issued by the department of education gave a rural school population in 1903 of 260,617, or 57.8 per cent of the total school population; in 1911 it had decreased to 228,617, or 49.7 per cent of the total; and in 1912 it was only 227,263, or 48.7 per cent. Of course, this decrease is not explainable entirely in decreasing families; the loss of the artisan families accounts for much of it.

THE PROBLEM OF TENANT FARMING.

The most serious problem in American agriculture to-day is unquestionably that of tenant farming and the land exhaustion that goes hand in hand with it. While in the United States tenancy appears to be gaining ground rapidly, in Ontario the contrary is true. Thus in 1901 there were 32,360 renters on the land; these had decreased to 30,634 in 1911. Meanwhile, the number of landowners had increased from 179,791 in 1901 to 183,843 in 1911.

So long as any appreciable portion of the land is held by short-period renters we can hope for little or no increase in land fertility. The American farmer has never learned the full significance of the statement, "The land is holy and must not be desecrated." He needs considerably more land to raise a bushel of wheat or barley than the agriculturists in Europe do, and in these matters Ontario farmers are just as lacking. But with its large number of owners on the land, Ontario has an advantage over the American States and, with the help of the schools, may soon be expected to learn the lesson of scientific agriculture.

RURAL ECONOMIC AND SOCIAL LIFE.

Generally speaking, agriculture in Ontario is prosperous. Better methods of farming are beginning to supplant the inefficient system long used, in which crop rotation, seed selection, etc., had little place. The provincial department of agriculture, working in cooperation with the Ontario Agricultural College at Guelph, is organizing the agriculture on a scientific footing, and agricultural experts have begun to direct the local work by districts and counties.

Meanwhile, the educators of the Province are striving to give the rural districts the necessary leadership and correct outlook on life without which the rural question can not be satisfactorily solved. For, when all is said, Ontario has not yet solved its great problem. It has, indeed, only recently become aware that it has such a problem. Only a small part of the land is farmed in a really scientific way, bringing returns commensurate with the capital and labor invested; the farmers are largely incapable of working together cooperatively; and rural social life is not so attractive and wholesome as it must become before people will be satisfied to live in the country in preference to town. At the same time, the two great intellectual and spiritual institutions essential to the final solution—the school and the church—are getting awake to their responsibilities and opportunities, and are already doing much to improve existing conditions.

The rural church of Ontario does not seem to have suffered from the transition in rural life to the degree that it has in many sections of the United States. The investigator found substantially constructed churches in the open country, side by side with well-kept manses, where pastors live, devoting their full time to the spiritualization of the community. While such conditions are not universally true, they are, at any rate, common. As a striking illustration of church progress, three leading denominations in the Province have recently taken steps toward church union, which is sure to mean much for the future of the rural church.

EDUCATION FOR RURAL LIFE.

Ontario school men are pretty much of a mind that before rural life can become more remunerative and more satisfactory in a social way, men and women with the right outlook on life must first take their place as leaders in the open country. They feel also that school education—of the right kind—alone can bring this to pass.

The provincial department of education, cooperating with the department of agriculture, is doing all in its power to root the rural and village schools of Ontario to the soil by making provision for the teaching of the agricultural subjects in these schools; and by this is meant much more than the addition of a classroom subject. According to the department of education, "It means a new method! It means a new purpose! It means a new school! It means Education For Country Life!"[1]

The practical work takes form in school gardening and all that goes with it, and in home gardening and certain other home projects. To what degree this new school work has been able to remake the small one-teacher schools of Ontario will be told in a later section.

It may as well be stated here that rural school reorganization through consolidation as yet has made practically no progress in the

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[1] Ontario Department of Education. Circular 13, 1913, p. 3.

Province. In this respect other Provinces, notably Manitoba and New Brunswick, are far ahead of Ontario.

EFFECTIVENESS OF THE SMALL RURAL SCHOOLS.

The average one-teacher school in Old Ontario is unquestionably fully as effective in its work as the average school of the same kind in the United States. In what respects this is true will be set forth later. At this point it is sufficient to state that certain vital factors enter into the case. The most important are:

1. A system of rural schools supervised by professional inspectors who are under the direct control and direction of the department of education, well paid, and of permanent tenure.
2. A satisfactory unit for school taxation, and a system of Government grants proportioned on the measure of local school enterprise.
3. A diligent care in preparing rural teachers through model schools, normal schools, and the college of agriculture.

SIMILARITY TO SCHOOL SYSTEM OF UNITED STATES.

The small district system of schools which prevails in Ontario is similar in origin to the system on the American side of the border. In both it came into being in the colonial days when no other system was possible. It was well enough adapted to pioneer conditions, and answered the needs of the household economy farmer admirably; it is becoming a mooted question whether this small school with its one or two teachers can really be revitalized to such a degree as to bring to pass the miracle of the new agriculture.

In the United States the feeling prevails more and more that the ultimate solution must be sought in some form of school association or consolidation. Meanwhile, Ontario has limited its activities to infusing the new spirit into the old schools and awaits the growth of a stronger public opinion concerning the needs of reorganization.

II. THE ONTARIO SCHOOL SYSTEM IN SOME DETAIL.

THE PROVINCIAL DEPARTMENT OF EDUCATION.

Ontario has had a well-organized system of schools for many years. Crown lands were set aside for educational purposes as early as 1797. The department of education was organized about 1852 and became an integral part of the provincial government in 1876 under a minister of education.

The minister of education is the administrative head of the provincial department of education. He nominally enforces all statutes and regulations respecting all public, separate, and higher schools, and public libraries. He has the management and control of all teacher-training schools and certain eleemosynary institutions. In addition to this he has many powers and duties that need not be enumerated here. Upon the whole, the Ontario system is more strongly centralized than is the average State system in the United States, and the minister of education has more final authority than the State superintendent in the United States.

Superintendent of education.—The minister of education holds his portfolio in the cabinet of the party in power. Under him, assisting in the administration of the educational affairs of the Province are a deputy minister of education and a superintendent. Though the minister is a political appointee, the department is administered with little regard to political considerations. The deputy minister is an executive official; the superintendent of education is the expert educationist and adviser in the department. This official has the practical supervision and direction of the several kinds of schools that comprise the system. And he "shall make such recommendations to the minister as he may deem expedient with respect to any matters arising out of such supervision and direction."[1]

Advisory council of education.[2]—The minister of education has the valuable assistance of a consultive committee of 20 educators, consisting of the heads of the higher institutions of learning—the superintendent of education "who shall, subject to the direction of the minister, represent him, but shall have no vote;" and members representing the public, separate, and high schools, and the school inspectors and school trustees of the Province.

This council and the provincial educational association, which meets annually at Toronto, have done much to shape the educational policy of Ontario.

THE ELEMENTARY SCHOOLS.

These comprise the public elementary schools and the Roman Catholic separate schools. The former are free to all and are undenominational, although they can scarcely be termed secular, since the Lord's Prayer and the reading of the Bible are required in the opening of the school each day and the Lord's Prayer at closing. Children whose parents profess conscientious objections may absent themselves from these religious exercises.

Since 1863 the Roman Catholics have had the right to establish separate schools. Such schools are numerous in some sections of the Province. A separate school may be set up in any community at the request of not less than five family heads. The school is maintained by taxes (rates) levied on all who send their children to the school. It receives, in addition, its pro rata share of Government grants. Supporters of separate schools are exempt from taxation for support of the regular public schools.

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[1] See 6 Edw. VII, ch. 52, sec. 25.

[2] Abolished in 1915.

The instruction in elementary schools is completed in five forms of two years each, although this does not mean necessarily that all the children must remain in the school 10 years. The fifth form is practically the same as the first two years of the high school, and only in comparatively few schools do pupils go beyond form four, which corresponds to the seventh and eighth grades in schools in the United States. In Ontario the time element is somewhat subordinated to a system of examinations. Whether a pupil remains in school 10 years or less really depends on the type of secondary or higher school he is aiming for and his aptness and ability. The system of examinations will be considered elsewhere.

SECONDARY EDUCATION.

The classes of schools which offer secondary education are three in number: Continuation schools, high schools, and collegiate institutes. In the United States these schools would be considered only as high schools of varying degrees of equipment and facilities for work. In Ontario, however, this is hardly the case, since each was originally established under separate legislative enactment for its own specific purpose. It is true that of late years the three schools have begun to resemble one another more and more and differ now chiefly in name and intensity of work.

The continuation schools.—This class of secondary school was founded to answer the demands from many rural communities and villages for additional school facilities above the elementary grades. In the United States they would be classed as rural high schools.

Such a school may be organized in a single school section or by the union of two or more school sections (the Canadian term for the American school district); they may be established within any township which does not already comprise a high-school district—here they would be similar to the American township high schools; a village may be organized as a continuation school district, to which the county council can, if it finds it advisable, annex certain rural territory; finally, the county council may take the initiative and "establish in any township, town, or village in the county one or more continuation schools, each of which shall have a staff of at least two teachers engaged for their whole time."[1]

These schools must not be confused with advanced departments in the public elementary schools as they exist in the United States. Although they may be under the ordinary public school board, they are usually distinct schools under their own boards of trustees and are maintained in buildings separate from the elementary schools.

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[1] 9 Edw. VII, ch. 90.

The schools are maintained in part by the local district (union section), in part by pupils' fees, and in part by the township or townships which they serve. The minister of education also pays into the school treasury a certain annual grant from the legislative appropriations, which sum shall at least be duplicated by the county council.

The kind and amount of school work which can be pursued in a continuation school depends chiefly upon the number of instructors on the teaching staff. The highest grade school must have the full time of at least three well qualified instructors; the lowest grade must have at least the equivalent of the full time of more than one instructor, but less than that of two.

The standard Ontario secondary school embraces a time limit of six years, divided respectively into the lower school, the middle school, and the upper school, each nominally of two years.

The work of the continuation schools is, in the main, limited to general courses in the lower and middle schools.

There are at this time in Ontario 125 continuation schools, with a a teaching staff of 218. The highest salaries paid the principals and male and female assistants for the past year are, respectively, $1,800, $1,400, and $900; the average salaries paid the same positions are $1,082, $917, and $732.

High schools and collegiate institutes.—High schools are established in the larger villages, towns, and cities of the Province. They draw their maintenance from local and county taxes, from pupils' fees, and from general and special legislative grants apportioned by the minister of education.

All high schools established since 1891 must have a principal and at least two assistants. Government aid is withheld from any high school that does not provide an initial equipment of at least the following value: Library, $300; scientific apparatus, $300; maps, charts, and globes, etc., $50; and art models, $50. The legislative aid is distributed as a fixed annual grant, ranging from $350 to $375, and as an award for good school equipment and housing accommodations, being not to exceed $260 for equipment or $120 for accommodations. There is also an additional special legislative grant ranging from $40 to $120 annually. In this way the Ontario government offers its awards of merit to appreciative school communities.

Any high school may be advanced to the rank of collegiate institute whenever it complies with the government regulations for the establishment of such schools, which require a larger teaching staff, with specialists in charge of at least classics, mathematics, modern history, and science, and additional accommodations and equipment.

The high schools are divided into so-called lower, middle, and upper schools, nominally of two years each. There are two ways of gaining admission to the schools: (1) By taking the entrance examinations and (2) upon certificate of the public school principal.

Pupils of the public or separate schools may gain entrance by one or the other of these. The so-called junior high-school entrance examination entitles the candidate to a place in the lower school, and the senior high-school entrance examination admits to the middle school. The aim of the elementary and continuation schools is, in large measure, to prepare for these examinations, and much that is really worth while in school life, but which can not come within the scope of the examinations, is too frequently eliminated. This seems to the outsider a serious weakness in the Ontario school system.

Pupils may also gain entrance to the lower school upon certificate of the principal, showing that they have completed in a satisfactory manner the fourth form (eighth grade) of the elementary school.

The curriculum is similar to that in the American high schools of similar rank, and need not be included here.

There are in Ontario at this time 161 high schools and collegiate institutes, employing 970 teachers, of whom nearly 60 per cent are men. The highest salary paid by the collegiate institutes is $3,700; the average for principals is $2,155; and the average for all instructors, male and female, is $1,555. In the high schools one principal receives $6,000. This is for the technical high school in Toronto. The next highest salary is $3,100, the average for principals is $1,611, and the average for all is $1,252. Finally, the average salary for all the instructors in both high schools and collegiate institutes is $1,409, an increase for the past year of $51. These salaries can well bear comparison with what high-school teachers are paid in the United States.

In 1907 encouragement was given to the establishment of agricultural departments in one of the secondary schools in each county. Graduates of the agricultural college were appointed as county agricultural representatives, and it was proposed that they should also act as regular teachers in the agricultural departments of the high schools located in the towns where their offices were located. The county was required to vote a grant of $500 annually toward the support of the work while the Province provided the remainder of the funds required. This plan has not developed as it was thought it would, however; and owing to the fact that the county agricultural representatives are fully employed in field work other measures will be taken to secure the establishment of the high-school agricultural departments.

HIGHER EDUCATION.

The provincial university is located at Toronto. With its affiliated colleges it has a staff of 400 and more than 4,000 students. It maintains a faculty of education which prepares teachers for the secondary schools. Besides this, there are the University of Ottawa, at

Ottawa; Queen's University, at Kingston; McMaster University, at Toronto; and the Western University, at London, established under the auspices of the Roman Catholic, Presbyterian, Baptist, and Anglican Churches, respectively. Queen's University has a faculty of education also. All except the University of Ottawa are coeducational.

The Ontario Agricultural College, at Guelph, founded and endowed by the government, wields a powerful influence over the agricultural progress of the Province. More recently Macdonald Institute was established as a part of the agricultural college, being made possible through the generosity of Sir William Macdonald, of Montreal, a great friend of vocational education. The institute has been of incalculable value in instructing Ontario young people in the household arts and agriculture and in preparing teachers in these subjects for the rural and other schools.

Up to about 1900 teacher training was carried on in numerous so-called model schools and two normal schools. The model schools confined their instruction to the professional side of the work, since the students were already graduated from the high schools. With the organization of five new provincial normal schools the model schools were reduced and are now limited to about eight county schools, holding four months' sessions in the fall term and six summer model schools held in July for the special training of teachers for poor and backward districts. The department of education aims to eliminate, as far as possible, all "third-class teachers," as those from model schools are called, and to replace them by teachers holding professional second-class certificates obtained by a year's attendance at one of the seven normal schools. The faculties of education in Toronto and Queen's Universities (university teachers' colleges) furnish all the teachers of secondary schools as well as teachers holding professional first-class certificates required in some places for principalships of graded schools.

Further details of the work of the agricultural college and the teacher-training schools will be given in a later section.

SCHOOL INSPECTION.

Possibly the strongest link in the Ontario school system is the close professional inspection of the schools. All school inspection centers in the department of education; to it the inspectors are directly responsible and to it they may make their appeals for assistance when necessary.

The Province has, first of all, 90 public elementary school inspectors, who are chosen by the local county councils and ratified by the department of education. These professional educators are kept in office during life or good behavior. They are divided as county, district, and joint village and rural inspectors, as necessity may warrant. They are capable, well-educated men, who make a life profession of their work. There are also five separate school inspectors and five inspectors for English-French public and separate schools.

In addition to the above, there is a chief inspector of all public and separate schools; a director of industrial and technical education, who is also inspector of the normal schools; three high-school inspectors; two continuation-school inspectors; an inspector of manual training and technical education; and a director of elementary agricultural education.

III. RURAL SCHOOL ADMINISTRATION AND MAINTENANCE.

SCHOOL ORGANIZATION NOT SATISFACTORY.

The Ontario school section (district) is scarcely more satisfactory than is the small district unit now in use in 24 American States. There, as with us, it is proving too small to offer the people anything more than an elementary school taught by one teacher and occasionally a continuation school of two teachers. The best the small schools can do is to prepare the children for the lower school of some town high school or collegiate institute, and to give the big majority who never will attend any other school a taste of agriculture through school gardening and home projects.

It is only fair to state, at this juncture, that the average school section (district) in Old Ontario contains fully as large a number of children as one finds in the one-teacher school in the United States. According to law—

> No section shall be formed which contains less than 50 children between the ages of 5 and 21 years, whose parents and guardians are residents of the proposed section, unless such proposed section is more than 4 square miles in area, provided that a smaller area, although it contains a less number of such children, may be formed into a school section, where, because of lakes or other physical conditions, a section convenient for school purposes containing an area of more than 4 square miles can not be formed.

Ontario educators are beginning to realize, however, that there must be a vital reorganization in the whole system, looking toward centralization and consolidation before the rural school can take its place in the vanguard of rural transformation.

PLAN OF SCHOOL MAINTENANCE GOOD.

Under the Ontario system all the power of taxation is not left to the local board. It is generally conceded that such a thing would be unwise, since it might mean the control of this vital factor in the hands of too few to be secure against personal selfishness or local parsimony. Under the present system the local board provides part of the taxes only.

School funds come from the following sources: (1) The local ratepayers (taxpayers), (2) the township in which the school district is situated, (3) the county of the same, and (4) fixed and special legislative grants and bonuses.

The municipal council of the village or rural district levies an annual tax on all the assessable property in the district for all regular disbursements over and above what is received from the other sources mentioned below. The district may also bond itself for such extraordinary purposes as the erection of new school buildings, etc.

The township levy plays an important part in the Ontario tax levy. It really forms the center of the entire system with the other sources of supply as auxiliary only. Thus, where the assessed value of the property of the public school supporters in a township of a county is at least equal to an average of $30,000 for each section therein, the township council collects at least enough money through taxation to give each school district in the township $300 for each teacher it employs for two consecutive terms (one school year), and the further sum of $200 for each additional teacher engaged for two consecutive terms, and a proportionate sum for each additional teacher if engaged for one term or longer. This means that the township will pay every school employing one teacher by the year, $300, one with two teachers for the entire year, $500, and so on.

Besides the general township school tax which provides the statutory grant for each school, there is the special tax for each school district as levied on the request of the trustees of the district. This will vary as the needs of each school vary. This tax is collected through the township assessor and treasurer.

The county council levies annually a tax on all the assessable property of the county "at least equal to that part of the legislative grant which is apportioned by the minister of education on the basis of the equipment and accommodations of the rural schools of the county." This means, as will appear below, that the county school taxes are used for the improvement of general school equipment and betterment of schoolhouse accommodations, toward which the one-half is provided through provincial grants.

APPORTIONING LEGISLATIVE GRANTS.[1]

The first point of note in the Ontario system of apportioning its legislative grants is that these are based neither on school population nor on enrollment, but on the average attendance at all the schools in a county. The total grant thus apportioned to a county is next reapportioned to the several schools in accordance with an interesting scheme of fixed grants, and grants for teachers' salaries, teachers' qualifications, etc., based on the local inspector's report. The following are the most important of these regulations:

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[1] Modified somewhat in recent regulations.

FIXED GRANTS.

Where the average section assessment of the township is less than $30,000 each school shall receive a fixed grant of $30; where it is at least $30,000 and less than $40,000, the fixed grant shall be $25; and where it is at least $40,000 and less than $50,000, it shall be $20. Where it is $50,000 or more there shall be no fixed grant.

GRANTS OF SALARIES.

Each school shall receive 40 per cent of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of $600 salary in the case of each teacher, the computation being as follows:

1. At $150 for a principal teacher and at $100 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.
2. At $200 for a principal and at $150 for each assistant where said assessment is at least $30,000 and less than $40,000.
3. At $250 for a principal and at $150 for each assistant where said assessment is at least $40,000 and less than $60,000.
4. At $350 for a principal and at $250 for each assistant in the case of all other assessments.

Where the teacher performs all the duties of caretaker the inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25 in any one case, and where he performs part of the duties a proportionate amount of $25.

GRANTS ON TEACHERS' QUALIFICATIONS.

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, the competency of each such teacher being duly attested by the county or provincial inspector, as the case may be, of the school for which such grant is claimed. For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1 next: (a) For a first-class certificate, $40; (b) for a second-class certificate, $25.
2. If said experience shall have been less than five years on the same date: (a) For a first-class certificate, $30; (b) for a second-class certificate, $15.

GRANTS ON EQUIPMENT AND ACCOMMODATIONS.

Out of the combined legislative and county grants each school in a district shall receive 10 per cent of the approved value of its school equipment up to a maximum grant of $20 for each principal and $2.50 additional for each assistant.

Out of the combined legislative and county grants each school shall receive a grant on the character of its accommodations, the maximum being $30 for a one-teacher school, $45 for a two-teacher school, and $60 for a school with more than two teachers, in accordance with the following table:

TABLE 2.—*Showing how legislative grants for school accommodations are apportioned.*

Grade.	One teacher.				Two teachers.				Three teachers and over.			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
Closets	$4.00	$3.00	$2.00	$1.00	$6.00	$4.50	$3.00	$1.50	$8.00	$6.00	$4.00	$2.00
Water supply	2.00	1.50	1.00	.50	2.00	1.50	1.00	.50	3.00	2.25	1.50	.75
School grounds	4.00	3.00	2.00	1.00	5.00	3.75	2.50	1.25	6.00	4.50	3.00	1.50
School buildings	2.00	1.50	1.00	.50	3.00	2.25	1.50	.75	4.00	3.00	2.00	1.00
Classrooms	2.00	1.50	1.00	.50	3.00	2.25	1.50	.75	4.00	3.00	2.00	1.00
Halls	......	......	......	......	2.00	1.50	1.00	.50	3.00	2.25	1.50	.75
Cap rooms	2.00	1.50	1.00	.50	3.00	2.25	1.50	.75	4.00	3.00	2.00	1.00
Private rooms	1.00	.75	.50	.25	1.50	1.10	.75	.40	2.00	1.50	1.00	.50
Desks	2.00	1.50	1.00	.50	3.00	2.25	1.50	.75	4.00	3.00	2.00	1.00
Blackboards	1.00	.75	.50	.25	1.50	1.10	.75	.40	2.00	1.50	1.00	.50
Lighting	2.00	1.50	1.00	.50	3.00	2.25	1.50	.75	4.00	3.00	2.00	1.00
Heating	4.00	3.00	2.00	1.00	6.00	4.50	3.00	1.50	8.00	6.00	4.00	2.00
Ventilation	4.00	3.00	2.00	1.00	6.00	4.50	3.00	1.50	8.00	6.00	4.00	2.00
Total	30.00	22.50	15.00	7.50	45.00	33.70	22.50	11.30	60.00	45.00	30.00	15.00

LOCAL SCHOOL BOARDS AND INSPECTORS.

In Ontario, as in many States of the Union, the small local district, or school section, is administered by a board of three trustees, elected by the taxpayers of the district. There, as with us, it is difficult to get board members who have had adequate educational advantages to appreciate the honest needs of modern school education. Those who are most capable of filling this important office are too often too busy with other interests to be bothered, or they do not consider the work worth their while. The result is that frequently the local schools are left in the hands of honest, well-meaning men, but ignorant of school needs, and therefore in danger of becoming self-opinionated and of overstepping their authority—either this, or they leave too much responsibility in the hands of the teachers and inspectors.

For the most part, however, the local school boards in rural Ontario are directed in their duties by the local inspectors upon whom rests, by common consent, the chief responsibility for the success or failure of the schools. The inspectors are usually of high professional rank and of long tenure in their inspectorates. They know intimately the needs of each school community and have the support of the patrons. The local boards are generally satisfied to be guided by them and follow their advice. The actual work of the local boards becomes reduced to custodianship of the local school property, to acting as helpful mentor of the teacher, and to following out the advice of the inspectors in choosing their teachers, and in similar affairs. Many important matters which in the United States devolve upon the local boards, such as regulation of the length of school year, time for beginning and closing the term, etc., are vested in the provincial department of education. Under these circumstances the small school boards play a far less important role in Ontario than in the United States—much to the advantage of the schools.

PROFESSIONAL SCHOOL INSPECTION.

It was stated above that the Province has a complete system of professional inspection of elementary and higher schools. The success of the system lies in the fact that professional fitness and long preparation and experience is demanded of all the men who undertake the work.

The Ontario inspectorates do not always coincide with county lines. The number of inspectors depends upon the number of children and the number of schools in a given community. The department of education aims to limit inspectorates to a reasonable number of teachers. A county may have one, two, or more inspectors, according to need. There may be joint inspectorates of several counties in the sparsely settled sections with one or more inspectors, or there may be a joint inspectorate of town and county, under which arrangement the same inspector supervises both the urban and rural schools. In any case, the department of education has the power to create new inspectorates and reorganize old ones whenever it finds it necessary. The rearrangement or reorganization of inspectorates is under the supervision of the chief inspector.

How chosen.—The inspectors are appointed by the county councils or, in cities, by the public-school trustees. Every appointment is subject to the ratification of the minister of education, to whom the inspectors are likewise directly responsible and who prescribes the regulations for their direction.

Qualifications.—The regulations require candidates for positions as inspectors to be the holders of or entitled to the departmental certificate as inspector of public schools. To secure this the candidate at present has to hold an honor degree from a recognized university, must have had seven years' successful experience in teaching, five of which shall have been in public schools, and is required to have passed the examination in this special course for inspectors provided by the faculties of education. Some years ago university degrees were not required. A glance at the list of 90 public-school inspectors discloses that all except 10 of them have at least a bachelor's degree from an accredited Canadian university or college. In addition to this, 21 have master's degrees and 4 doctorates.

Salaries.—The county inspectors receive fairly good salaries. They get $1,700 the first year, $1,800 the second year, $1,900 the third year, and $2,000 each subsequent year. One-half of this salary is paid by the treasurer of Ontario and the other half by the county council. This is significant, since it makes the inspector feel that he is in the employ of both the Province and the locality where his labors are.

In addition to the regular salary, the inspector receives from the county council an allowance to cover reasonable expenses for traveling, printing, postage, and stationery. An office with equipment and clerical assistance is also provided by the county council. For the unorganized districts in the newer and sparsely settled parts of the Province the inspectors are appointed by the minister and all expenses connected with these officers are met out of provincial funds.

Tenure of office.—The Ontario school inspectors are permanent officials, holding office during life or good behavior. Herein lies the secret of their success. The investigator found several inspectors who had been in office for 20 years or more. These men are real leaders in their respective communities.

An inspector may be suspended or removed from office or his certificate canceled by the minister of education for neglect of duty, misconduct, inefficiency, or physical infirmity. The county council of his inspectorate may suspend him for similar reasons, but the minister of education must pass upon the suspension and decide whether or not it shall stand and the inspector be removed.

SUPERANNUATED TEACHERS AND INSPECTORS.

Ontario has at present no regular system of teacher pension for teachers who have entered the profession since the year 1886, but the Province has long managed a fund for superannuated teachers and inspectors which partakes much of the characteristics of life insurance—both regular life and endowment. The insured must have kept up his annual payment of a sum of at least $4 annually into the fund while in the profession to get its benefits.

On the death of the insured the wife, husband, or other legal representative is entitled to receive the whole amount paid into the superannuation fund by the deceased, with interest at the rate of 7 per cent per annum for the whole period of time.

In addition to the above, each teacher or inspector who has contributed to the fund will, upon reaching the age of 60 years, if he decides to retire from the profession, receive an annual allowance at the rate of at least $6 for every year of service in Ontario. In order to attain this he must furnish evidence of good moral character, age, and length of service. This means, by way of illustration, that a teacher who has served the Province 30 years, upon retiring at the age of 60 years, will be entitled to an annual income of not less than $180 for life. Similarly, a teacher or inspector who has retired from active service before reaching the age of 60 years may also receive this annual benefit provided he has taught at least 30 years.

The table appended below gives the list of superannuated teachers added to the list during the year 1913. It is especially interesting from the point of view of the great age of these teachers at the time of retirement and the many years of service.

TABLE 3.—*Superannuated teachers, and allowances granted during 1913.*

Register number.	Age.	Post office.	Years of service.	Allowance.
1216	70	Toronto	37½	$262.50
1217	56	Bethel	29¼	203.50
1218	53	Wilton	25	150.00
1219	73	Toronto	50	346.00
1220	80	Berlin	54	378.00
1221	71	Milton	47½	331.50
1222	66	Windsor	43¼	303.00
1223	73	Belleville	51	357.00
1224	60	Owen Sound	30	207.00
1225	71	Wardsville	32	219.00
1226	59	Toronto	20	140.00
1227	64	Madoc	32½	224.50
1228	62	Ingersoll	40½	283.50
1229	60	Port Elgin	34	234.00
1230	61	London	43	301.00
1231	68	Toronto	41½	290.50

During the past few years a special committee of the Provincial Educational Association has been working on the details for a new superannuation scheme. In this the committee has had the encouragement of the department of education which has declared its intentions of securing legislation for the establishment of the scheme in the near future.

IV. THE MANAGEMENT OF THE SCHOOLS.

A UNIFORMLY LONG SCHOOL YEAR.

All high, continuation, public, and separate schools in Ontario have a uniformly long school year. Its actual length, together with time of opening and closing school and holidays and vacation periods, is specified by the department of education. For the school year 1914–15 there are exactly 198 teaching days for all the schools, or only two days short of 10 school months. All teachers are accordingly paid for at least 10 months out of the year and some receive extra remuneration for looking after the school premises, including the school gardens, during midsummer holidays.

Teachers who were interviewed upon the point were unanimous that the long school year, with its comparatively short summer vacation, is a most fortunate thing for the pupils. School education thus becomes, they maintain, a continuous process with small opportunity to forget or to get out of the habit of study. Many of the children, indeed, continue their school garden work throughout the summer months, so that with them the process of education is continuous.

SCHOOL ATTENDANCE.

The total school enrollment in 1912–13 was 529,029 pupils with a daily average attendance of 324,329. The percentage of average attendance is not yet as high as it should be, although it shows considerable improvement over past years. The following table gives the school population, enrollment, and average daily attendance for all public and separate schools (exclusive of secondary schools, kindergartens, and night schools) by periods of years from 1867 to 1912:

TABLE 4.—*School population, enrollment, and average attendance.*

Year.	School age.	School population.	Pupils enrolled.						Average daily attendance.	Percentage of average attendance to total number attending school.
			Under 5 years.	5 to 21 years.	Over 21 years.	Total.	Boys.	Girls.		
1867	5 to 16	447,726	....	[1] 380,511	[2] 21,132	401,643	213,019	188,624	163,974	40.82
1872	5 to 16	495,756	....	[1] 433,664	[2] 20,998	454,662	238,848	215,814	188,701	41.50
1877	5 to 16	494,804	1,430	488,553	877	490,860	261,070	229,790	217.184	44.25
1882	5 to 16	483,817	1,352	469,751	409	471,512	246,966	224,546	214,176	45.42
1887	5 to 21	611,212	1,569	491,242	401	493,212	259,083	234,129	245,152	49.71
1892	5 to 21	595,238	1,636	483,643	391	485,670	253,091	232,579	253,830	52.26
1897	5 to 21	590,055	1,385	481,120	272	482,777	251,677	231,100	273,544	56.66
1902	5 to 21	584,512	1,001	452,977	110	454,088	232,880	221,208	261,480	57.58
1907	5 to 21	590,285	691	447,452	75	448,218	229,794	218,424	266,503	59.45
1911	5 to 21	604,555	665	459,247	[3] 36	[3] 459,948	[3] 236,147	[3] 223,801	[3] 281,984	61.30
1912	5 to 21	609,127	471	466,526	[3] 25	[3] 467,022	[3] 239,187	[3] 227,835	[3] 291,210	62.35

[1] 5 to 16 years. [2] Other ages than 5 to 16. [3] Continuation school attendance excluded.

It appears from this table that the school population in Ontario includes all children between the ages of 5 and 21, but the age of compulsory school attendance is counted from 8 to 14 years only. Because of this the actual enrollment (476,022) in the schools is somewhat smaller than it would have been had the compulsory limit been longer. The per cent enrollment of the school population for 1912 was 76.66. The total average for the entire United States, including children 5 to 18 years of age, for the same period was 72.54 per cent, and for the North Central Division, 77.42 per cent.

The daily attendance has increased gradually from 40.82 per cent in 1867 to 62.35 per cent in 1912. In this particular, too, our country makes a better showing with an average daily attendance of 71.4 per cent.

COMPULSORY ATTENDANCE LAW.

The compulsory attendance law does not differ materially from the laws in most of the American States. Every child between 8 and 14 years of age must attend school for the full term in the district where he resides. There are, of course, reasonable excuses for breadwinners, etc., but the efforts of the truant officers and the watchful care of the local inspectors, together with wholesome fear of the law, have resulted in a very large per cent of the school population between the compulsory ages being in school throughout the school year.

SCHOOL ACCOMMODATIONS AND EQUIPMENT.

The Government grants discussed above have been of the greatest value in getting the boards to provide their schools with the best possible equipment and accommodations.

The department of education furnishes printed instructions to be used by the local inspectors as a basis for grading their schools. It will be recalled that every school gets a fixed annual grant amounting to 10 per cent of the value of its equipment and it may, in addition, get from $30 to $60 on the excellence of its accommodations.

The inspectors base their reports to the minister of education in the main on the following requirements:

School grounds.—The school site shall, under ordinary conditions, be not less than 1 acre in area, properly leveled and drained, and provided with suitable walks. For the highest grading the grounds must be ample for a variety of school games and have room for ornamental plots in the front yard. The grounds should also be planted with ornamental shrubs and trees and inclosed by a neat and substantial hedge or fence with suitable gates. Unless so protected, the school grounds will not be rated of highest grade.

The department of education for the encouragement of school ground improvement issued some years ago to the teachers and members of school boards a pamphlet entitled, "Improvement of School Grounds." This has aided materially in improving the school grounds of the Province. In this cause the department of landscape gardening of the Ontario Agricultural College has lent valuable practical assistance.

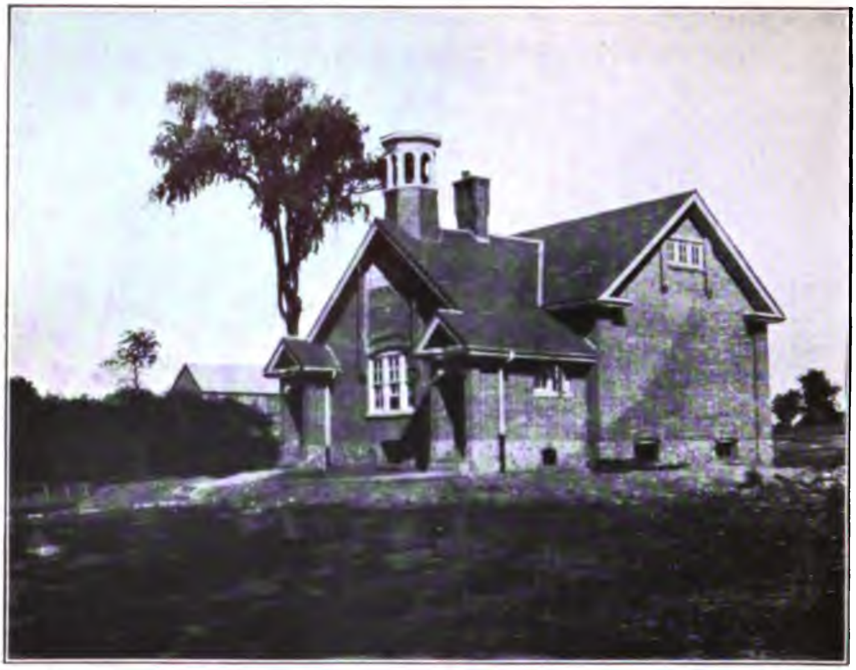
Closets.—There are strict regulations in regard to placing and erecting closets for the two sexes. These must be placed far enough apart and so constructed as to insure absolute privacy. They are to be lined with glazed brick or similar material; or, if wood is used, must be painted a suitable color and sanded. Floors must be of cement, brick, or hardwood placed at least a foot above the ground. In addition to the ordinary screens, the entrance is to be protected by a living hedge or shrubbery. The principal must see to it that the doors are securely fastened at night and opened again before school in the morning.

Other requirements are:

Water supply.—The water supply shall be pure and adequate. The school grounds shall be supplied with a deep flowing well, artesian if at all practicable. This shall be carefully protected by a platform and be provided with pump. Granite-ware pails with covers or, for the highest grading, earthenware tanks with covers, and individual drinking cups shall be provided and kept scrupulously clean.

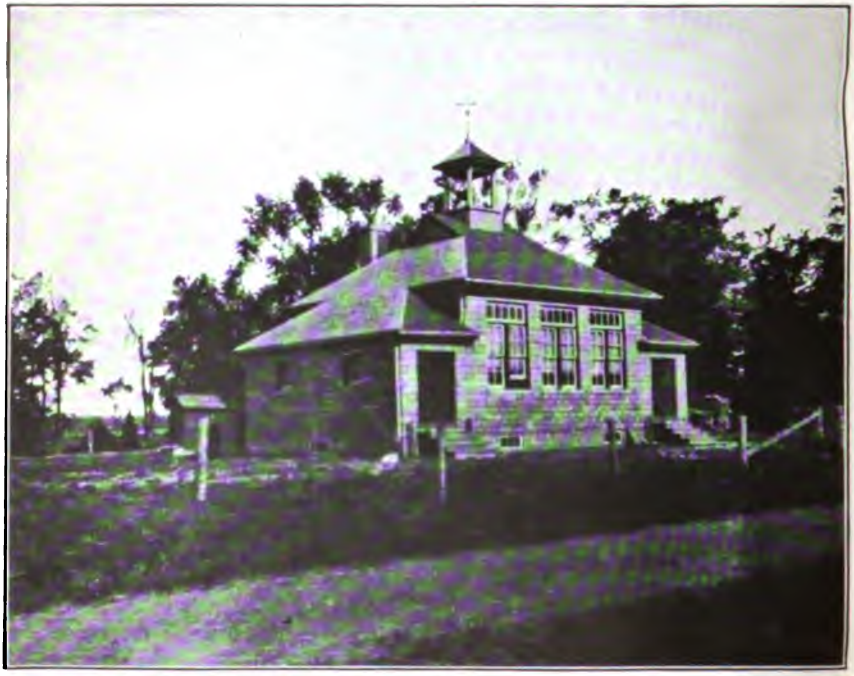
A. RURAL SCHOOL AT NORTH GRIMSBY, LINCOLN COUNTY.

B. MANUAL TRAINING WORK AT RITTENHOUSE RURAL SCHOOL.



A. A MODERN ONE-TEACHER SCHOOL IN MIDDLESEX COUNTY.

It utilizes the entire basement, and has, in addition to a large well lighted and equipped main room, library, rest room, etc.



B. A NEW ONE-TEACHER SCHOOL IN SIMCOE COUNTY.

The building is constructed of cement blocks, has separate entrance and cloakrooms for the boys and girls, and has a commodious room for the teacher.

School building.—The grading of a school building shall depend on the character of its site and construction. The building should be well constructed of brick, stone, or cement with brick partitions. It should have a southern or southeastern exposure and must be at least 30 feet from the nearest highway. There shall be separate entrances and separate means of egress to the outdoor closets.

Every school should have, as a recreation room, a basement at least 7 feet in the clear, ceiled with wood or metal sheeting, and with cement or hardwood floor.

There shall be at least 16 square feet of floor space and not less than 250 cubic feet of air space per pupil. Hardwood is preferable for floors and stairways. Wood finish instead of plaster may be considered for highest grade. Where it is difficult to keep the ceiling in repair, metallic ceilings shall be used. Suitable color schemes for halls and classrooms shall be adopted.

Teacher's private room.—There should be a room for the private use of the teacher, of suitable size, and comfortable furnishings. Schools for more than one teacher to be erected hereafter must be provided with such private room or rooms for the teachers.

Halls and cloakrooms.—Halls, vestibules, and entrances shall be roomy and well lighted. There shall be separate stairways for the two sexes, easy of access, and well guarded. For the highest grading, separate cloakrooms for the two sexes must be provided. They shall be properly heated and ventilated and convenient to the classrooms. They shall also be provided with wash basins, sanitary towels, and all necessary appliances for storing umbrellas, caps, and cloaks.

Desks.—Every school shall be equipped with desks having noiseless joints; single desks for sanitary reasons being preferable and necessary for the highest grading.

Blackboards.—Slate blackboards are preferable to plaster, wood, or hyloplate. The troughs and erasers shall be regularly and frequently cleaned. Every precaution must be taken against dust in the classrooms.

Lighting.—For the highest grading, the classrooms must be lighted from the left of the pupils only, the lower edges of the windows being above the heads of the pupils when seated. Where there are supplementary windows in the rear they must have the shades drawn except on dull days. The windows shall have an area of not less than one-sixth of the floor space.

Heating.—The temperature of the classrooms, halls, and teacher's private room shall be as nearly as practicable 67°. A Fahrenheit thermometer shall be provided and used for every classroom. For highest grading, steam radiators or hot-air furnaces or jacketed ventilating stoves are necessary.

Ventilation.—Provision shall be made for an adequate supply of pure air at all times. In all new buildings a double-flue chimney shall be built, the ventilating flue opening into the classrooms.

The department of education makes provision for two sets of equipment for rural schools. Set No. 1 provides all such necessary working paraphernalia as globes, maps, mathematical blocks, charts, weights and measures, and a school library containing an atlas or a gazetteer, a standard reference dictionary, geographical and hygiene readers, and certain other books recommended by the minister of education. As soon as this equipment is obtained beginnings may be made for set No. 2.

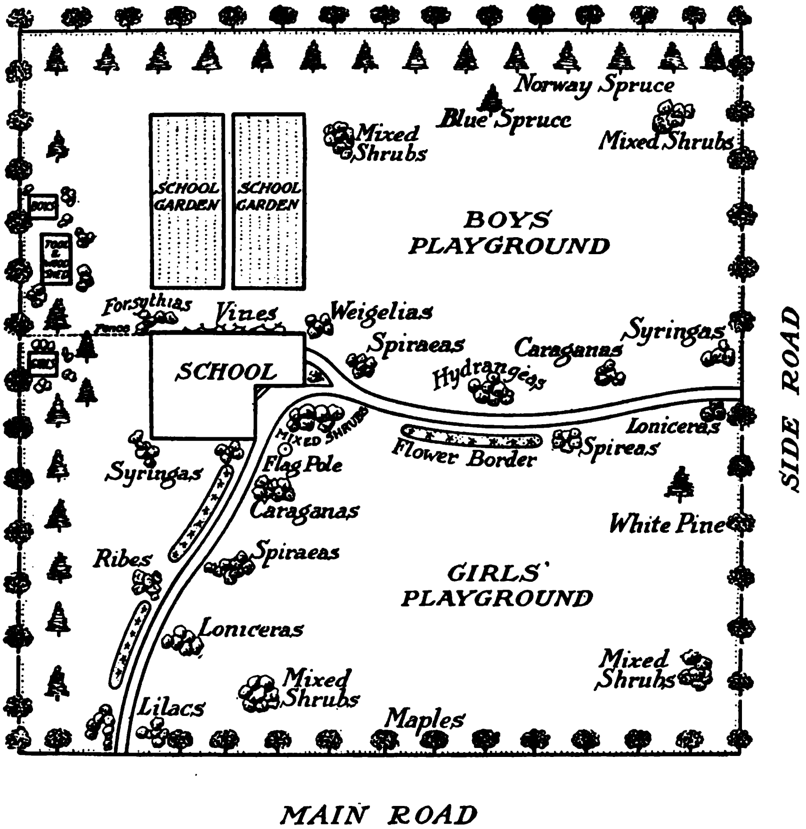
The minister of education sends out circulars containing lists of scientific apparatus and equipment for domestic science, school gardens, etc. From these lists the second equipment may be selected with the advice and approval of the inspectors.

GROUNDS AND BUILDINGS.

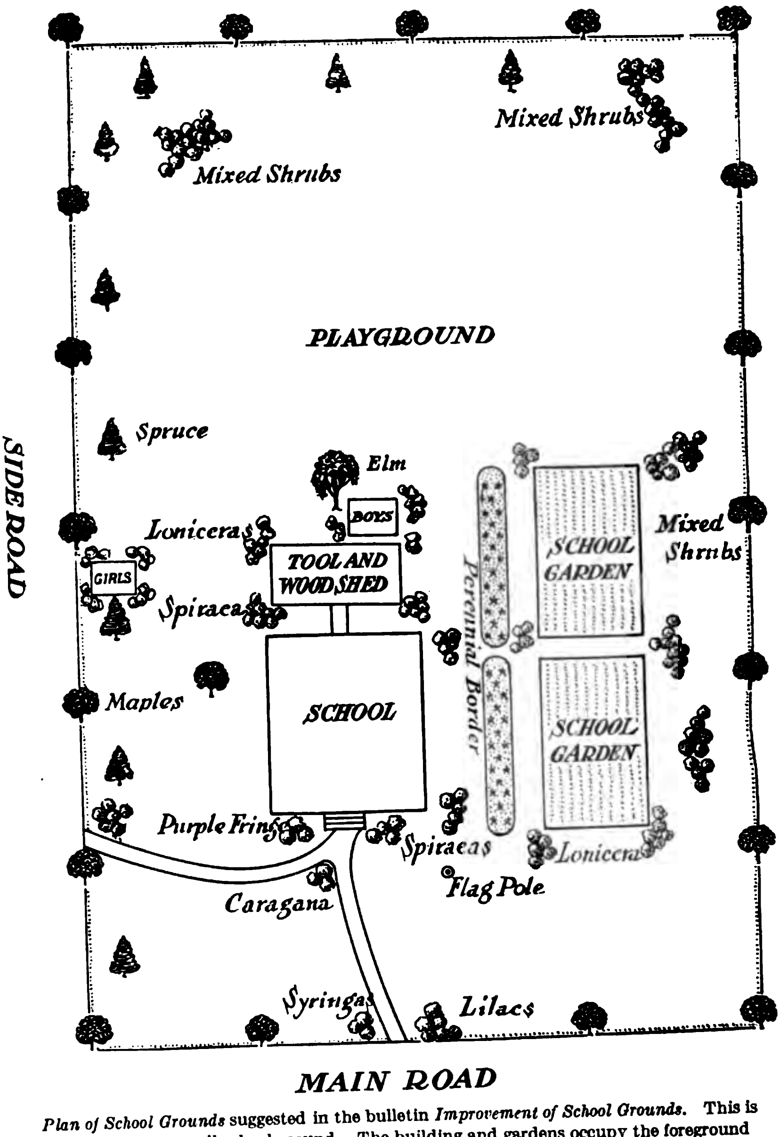
A special study of the one-teacher schools in the rural districts of Kent, Middlesex, Wellington, Simcoe, and other counties, both as to architecture and grounds, showed that with very few exceptions the buildings are substantial and attractive; frame structures are very few, brick and stone being the materials ordinarily used. Slate is commonly used for roofing. Most of the buildings are large and have rest rooms for the teachers. The older schools are not correctly lighted, but they are better off in heat and ventilation, ventilating stoves being found in many of them. The newer buildings are constructed more and more with a view to community center purposes and have large cemented basements, correctly lighted and heated classrooms, teacher's office and library combined, and sometimes one or more additional small rooms for sewing and agricultural purposes. Several of the recently constructed schoolhouses have cost from $3,500 to $5,000 each.

The school grounds made an even better impression than the buildings. While the latter are generally substantial and well suited for classroom purposes, the grounds show even greater care and bespeak well the efforts of the department of education to inculcate through the schools a love of the beautiful and useful in nature. Occasionally the school premises are found covered with weeds and rubbish, but such instances are very few. The increasing demands for teachers with preparation in nature study, agriculture, and school gardening, together with the provincial bonuses for beautiful grounds and school gardens, have induced many teachers to take special courses in vocational work of this kind after leaving the normal schools. This is gradually furnishing rural Ontario with teachers who understand the problems of rural life and are eager to do their best through the new education to keep the farmers' children on the land.

The grounds are nearly always fenced or hedged, so as to keep out stray farm animals. Cement or brick walks usually run all the way from the gate or turnstile to the main entrance of the school building and around to the closets and woodshed. There is generally a flagstaff from which flies the Canadian flag. The lawns must be mown in order to get the highest grade. Flower beds border the walks or are banked around the schoolhouse. Some have window boxes and hanging baskets full of flowers, which are moved indoors or stored in the basement or cellar when cold weather comes. Nearly all have some sort of flower garden. An increasingly large number have remarkably fine flower and vegetable gardens as laboratories for their regular class work. These will be considered in detail later.



Another Plan suggested in the bulletin *Improvement of School Grounds*. This is suitable for a ground of two acres or more. The school and gardens are at the back of the lot, and the ample playgrounds occupy the foreground.



Plan of School Grounds suggested in the bulletin *Improvement of School Grounds*. This is intended for a small school ground. The building and gardens occupy the foreground the common playground lies in the rear.

CLASSROOM WORK AND EXAMINATIONS.

The prescribed course of study and daily program of classes in a good one-teacher school in Ontario varies but little from the same grade of school in the United States. The teachers of the small schools there, as with us, have too many classes to enable them to do the best kind of work. Then, unfortunately, a large part of this precious time is devoted to preparing for the entrance examinations to the secondary schools. It seems to the writer, at least, that this worship of examinations is maintained at the expense of much that is good and practical and wholesome in life, for which there can be little time in such a system as this. It is true that the schools offering agricultural work have been able to overcome much of the deadening effects of the examination system.

All the textbooks used in the schools are authorized by the minister of education. The Province virtually publishes, or causes to be published, most of the books used. A few books, especially such as are used in small quantities, as for class reference and supplementary reading may be adopted from the sales lists of regular book houses of Canada and the United States. The books are furnished the children at a price quite as low as is procured under the most favorable conditions in the United States; but many of the books seem inferior to the American makes, both in subject matter and workmanship.

V. RECENT PROGRESS IN AGRICULTURAL EDUCATION.

AGRICULTURAL INSTRUCTION ACT OF 1913.

In Canada the Federal and Provincial Parliaments exercise concurrent power of legislation on the subject of agriculture. The Federal Parliament may make laws which concern the Dominion at large and the Provincial Parliaments may pass any law on agriculture for the Provinces, provided only that this be not contrary to the fundamental law of the Dominion.

"The passing of the agricultural instruction act (1913) by the Dominion Parliament during its last session, at the instance of the minister of agriculture, Hon. Martin Burrell, is," according to Prof. S. B. McCready, "the most momentous event that has occurred in the history of agricultural education in Canada in recent years."[1] "From it," says Mr. McCready, further, "A great impetus for agricultural education has been generated." This encouragement lies in the favorable sentiment awakened by the Federal Parliament's action perhaps as much as in the generous vote of money.

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[1] Present Status of Agricultural Education in Canada. By Prof. S. B. McCready, B. A. Publication of the International Institute of Agriculture. Rome, Italy, 1914, 8 p.

By this act the large sum of $10,000,000 was voted for distribution among the several Provinces on a pro rata of population basis, to be expended by the provincial authorities practically unhampered by Federal restriction; for it should be understood that agricultural education in the restricted school sense is the exclusive prerogative of the provincial authorities. In the more liberal sense of educational agencies, however, the Federal and Provincial Governments exercise concurrent power.

The freedom with which the Provinces may use their apportioned share of the fund for all lines of educational propaganda, whether already under way or newly planned, has been of extraordinary value to the cause of agricultural advancement.

The enterprises now being supported under this act fall readily under two heads: (1) Instruction through a variety of agricultural organizations, and (2) instruction immediately through the schools. The former, again, readily divides into the heads of provincial agricultural organizations and Dominion agricultural organizations. These may now be considered briefly.

PROVINCIAL AGRICULTURAL ORGANIZATIONS.

Numerous organizations have come into being under the stimulus of the agricultural instruction act and many others already in existence have been enabled to increase their usefulness as educational factors. What these organizations are and their purpose has been set forth so well by Prof. McCready that it is reproduced in detail below:

> These agencies are more numerous perhaps in the Province of Ontario than in the other Provinces of Canada, although they are more or less represented in them all. Their objects are educational; they seek to promote some particular branch of agriculture or farm life through shows, competitions, annual meetings, printed reports, and courses of lectures. They are designated as associations, societies, institutes, and unions. Of those called associations there are the vegetable growers', fruit growers', beekeepers', corn growers', cattle breeders', sheep breeders', swine breeders', horse breeders', and dairymen's. Of those called societies there are the agricultural, horticultural, and entomological. Of the institutes there are the farmers' institutes and the women's institutes. The Agricultural and Experimental Union is another educational organization. All of these receive funds from the provincial treasuries and are under the supervision of the departments of agriculture. Besides these organizations, numerous farmers' clubs, and boys' and girls' clubs have come into existence within the past few years and may be considered as educational factors in agriculture. There are very few parts of the country where at least one of the organizations is not represented. Their membership is made up of the most progressive people as a rule, although there are still many people to be reached by them. Demonstration trains, too, have, in recent years, taken instruction and demonstrations to the farmers; they are operated jointly by the railroad and the departments of agriculture.[1]

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[1] Present Status of Agricultural Education in Canada, p. 3.

DOMINION DEPARTMENT OF AGRICULTURE.

Many other organizations of a national character are working in conjunction with the Dominion department of agriculture. Of these the Dominion Seed Growers' Association instructs its members in growing pure selected seeds and, besides, procures and distributes such seeds to Canadian agriculturists. Cow-testing associations are organized by the dairy and cold-storage branch of the department of agriculture. These associations have proved of inestimable value for the future of Canadian milk and beef production. In a similar manner the seed branch, live-stock branch, and publication branch of the department do excellent service in their respective fields. The organization brought closest to the Canadian farmers is, perhaps, the Dominion experimental farms. These are organized at points of vantage throughout the Dominion. Here, practical experiments and demonstrations are carried on continuously for the benefit of thousands of farmers; staff members work outward among the rural communities and speak at farmers' institutes; finally, much printed material and even shrubs and trees are sent to the farmers, gratis.

LOCAL AGRICULTURAL EXPERTS.

Canada, like the United States, is beginning to bring the science of agriculture from its laboratories in the colleges of agriculture right to the farmers by placing in their midst county or district agricultural representatives. So far as Ontario is concerned, these experts are, all of them, graduates of the agricultural college of Guelph, holding the degree of B. S. A.—in itself an assurance of a thorough preparation.

The activities of these men are not limited to advising with the farmers. Much of their work is of an immediately educational nature. They assist rural teachers in their agricultural work, and instruct in short courses and to a less extent in the regular classes in agriculture in the local high schools. They likewise organize farmers' clubs, boys' and girls' growing clubs, school fairs, pure-seed clubs, egg-gathering associations, and a variety of other organizations of value to agricultural progress.

ONTARIO AGRICULTURAL COLLEGE.

The Ontario Agricultural College stands at the center of the Ontario scheme of activities in agricultural education and "should be given credit for supplying the stimulus in lower forms of educational institutions." It was organized as part of the University of Toronto 39 years ago, although the school is situated at Guelph, in one of the finest agricultural regions in the Province.

In 1901, Sir William Macdonald, well known for his philanthropy, provided funds for the establishment of Macdonald Hall and Institute as an integral part of the agricultural college. This department of the institution offers courses in household economics, manual training, and nature study for teachers who wish to instruct in these subjects. Sepecific courses in household economics are also open to girls from the rural communities in cooking, sewing, and other practical household work.

The agricultural college proper offers two-year and four-year courses. The two-year course is arranged to meet, so far as practicable, the needs of modern, scientific agriculture in Ontario. The four-year course covers an additional two years, devoted to scientific study, and leads to the degree of bachelor of science in agriculture.

The school is especially noted for its short courses of many kinds, through which it strives to reach the entire agricultural population. These include courses for cheesemakers and buttermakers, courses in seed and cattle judging, in poultry keeping, fruit growing, and beekeeping. There are also interesting short courses for teachers, which will be discussed later.

RURAL SCHOOLS IN AGRICULTURAL EDUCATION.

The elementary schools of Ontario are making marked advances in teaching agriculture. Especially is this true of the rural schools. This phase of school work is in charge of a special officer designated "Director of elementary agricultural education," who has the following to say about how it is being taught and with what results:

> No textbook is prescribed; the work is based on nature study and school gardening. Teachers are specially trained in spring and summer courses at Guelph, receiving the elementary certificate in agriculture. Special grants are paid to teachers and trustees undertaking the work. The work is optional but public sentiment in favor of it is growing steadily. One hundred and eighty schools entered for work in 1913 to qualify for the special grants. Many other schools are conducting school gardens and giving some instruction in agriculture without engaging to fulfill all the requirements for the special grants. Through the schools' division of the experimental union, choice planting material is furnished free to the schools for experimental and demonstration purposes. During the past season field agents in agricultural education assisted the director of the work in supervising and inspecting the work in these schools, besides giving instruction at teachers' institutes and the model schools where teachers are trained. At the normal schools also teachers receive instruction in elementary agriculture and school gardening.[1]

A NEW METHOD FOR AN OLD SUBJECT.

The beginnings of agricultural education in Ontario date back to 1847, when the first provincial normal school was established at Toronto. From the outstart, courses were offered in agricultural chemistry, and field experiments were conducted in crops and fertilizers. The Governor General even went so far as to give attractive prizes to the winners in the examinations. But it was all of little avail, since the rural population were not yet awake to the importance of agriculture teaching and would offer no special inducements to teachers so prepared.

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[1] Present Status of Agricultural Education in Canada, p. 4.

A little later textbooks in agriculture appeared, and their use was authorized by the department of education. Agriculture next became obligatory in the public school course of study. And still no real headway was made. Mere textbook courses in agriculture have proved futile wherever tried, whether it be in Canada or the United States. Indeed, it is just as practical to teach chemistry and physics from books as it is to teach a love and understanding of nature and its wonders and works from within the two covers of a textbook. Under this system, then, agriculture did not prosper in the schools of Ontario.

Real progress did not begin until textbook courses were abolished and the subject ceased to be obligatory. Instead of the old compulsion the study was made attractive and practical as a part of the daily experience of each child—an experience lived in the home and at school and on the highway between home and school. Then a new kind of teacher with the right vision and outlook on life began teaching in the schools, attracted to the work in part by a sense of duty, and in part by the special grants offered by the Government.

The department of education has this to say of the revitalized subject:

> The agriculture taught in the public schools to-day shaped itself from the nature study that was introduced into the schools about nine years ago. It is the common-sense nature study for the country. Its textbook is the home, the garden, the field, the orchard, and the school farm or garden. Its course of study is the common plants and animals, the common work and interests of the common people who send their children to the common schools. Its method is a natural one; instruction is based on the pupil's natural interests, his present and prospective environment and his own activities.[1]

And in another place:

> The teaching of agriculture means more than the mere introduction of a new subject. It means a new school. It means education for country life.[2]

WHAT HAS BEEN ACCOMPLISHED.

The writer was impressed with the new interest manifested by the pupils in the schools where the new agriculture has been introduced. The old subjects are being well taught and a certain amount of real

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[1] Agricultural education. Bulletin No. 2, 1913. Ontario Department of Education, Toronto, p. 2.

[2] Elementary agriculture and horticulture. Circular 13. Ontario Department of Education. Toronto, 1913, p. 3.

"farm leaven" is gradually creeping into them. The school is finding a new field of service. It is beginning to realize that it need not be limited to the four walls of the school. Through school gardens, home gardens, and experiment plots the school is introducing and testing new varieties of vegetables and field crops; through well-kept lawns, shrubbery, and flowers it is teaching a new love of the rural environment; and through the revitalized school plant it is inviting the countryside to social gatherings, teaching in all a new whole-hearted contentment.

AGRICULTURAL PROGRESS.

The two maps which appear in these pages are reproduced from one of the agricultural education bulletins published by the Department of Education for the promotion of the work. They give some idea of the rapid growth of the agricultural movement; and yet the maps scarcely do it justice, since they include only the schools immediately under direction of the director of elementary agricultural education. The 1912 map, it will be seen, indicates the distribution of a number of district representatives who have organized township school fairs independent of the department of education. Then many other gardens and experiments, which do not get Government grants, are not reported.

Table 5 illustrates this growth in yet another way. The number of reported schools doing work in practical agriculture has increased from four in 1903 to 278 in 1914, and the grants, both to trustees and teachers, have increased in the same ratio:

TABLE 5.—*Progress in agricultural teaching.*[1]

Year.	Number of schools.	Grants to trustees.	Grants to teachers.
1903	4	$400.00	....
1904	8	450.00	....
1905	5	140.00	....
1906	8	290.00	....
1907	2	40.00	....
1908	14	680.00	$120.00
1909	16	560.00	150.00
1910	17	750.00	510.00
1911	33	1,310.00	900.00
1912	101	1,893.03	2,203.00
1913	159	2,889.27	3,131.00
1914	278	....	....

[1] From Agricultural Education Bulletin, No. 10.

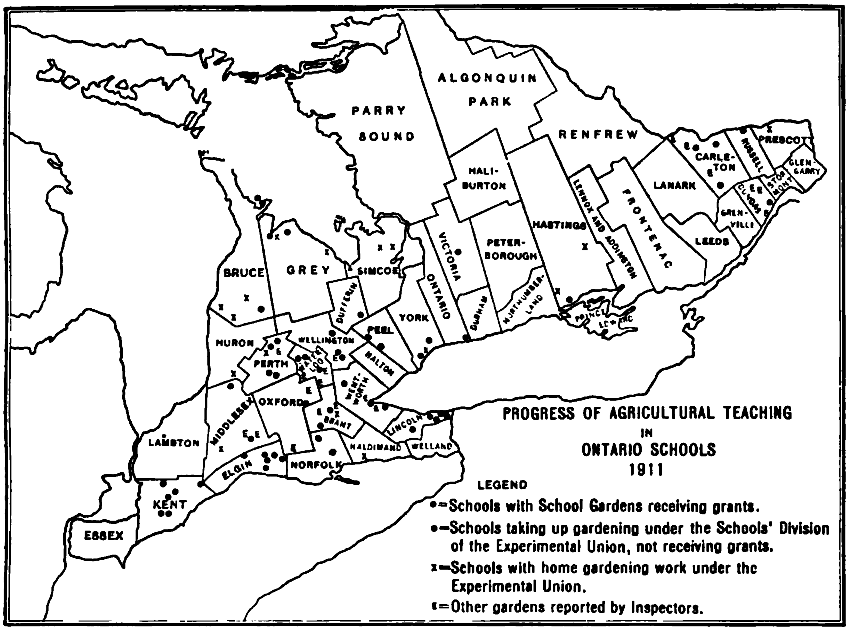
REASONS FOR SUCCESS.

The subject of agriculture is taught through school gardening, home gardening, and school-farm experiments. The teachers do not make these the ends to be sought, but rather the means to the end. This is important, for otherwise the real spirit of the thing might easily become lost in the mere physical garden plot.

A. THE VINELAND RURAL SCHOOL AND GARDENS, LINCOLN COUNTY, NEAR ST. CATHERINES.

Garden work has aroused the keenest interest in agriculture in this community.

B. ANOTHER VIEW OF THE VINELAND SCHOOL GARDENS.



PROGRESS OF AGRICULTURAL TEACHING
IN
ONTARIO SCHOOLS
1911

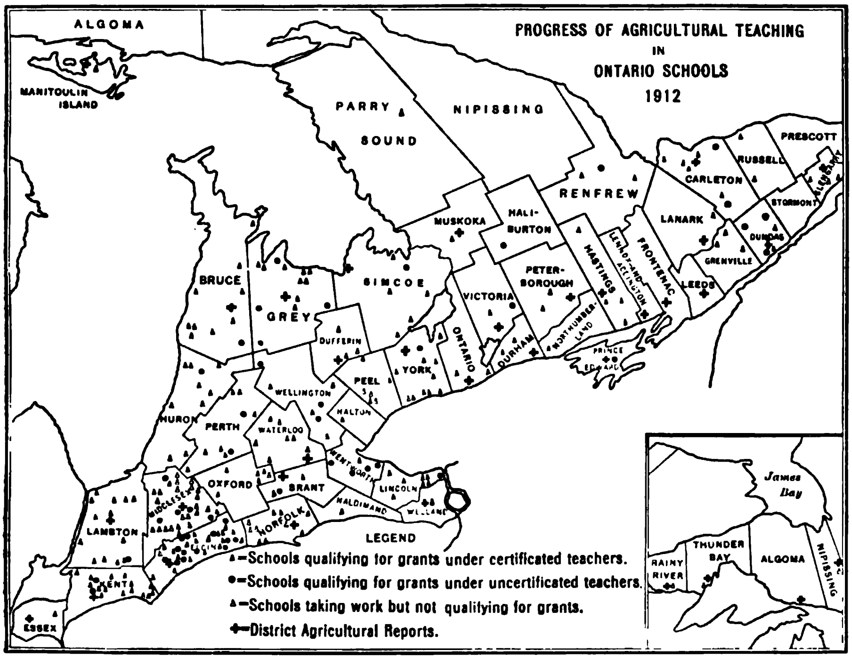
LEGEND

●—Schools with School Gardens receiving grants.

•—Schools taking up gardening under the Schools' Division of the Experimental Union, not receiving grants.

x—Schools with home gardening work under the Experimental Union.

E=Other gardens reported by Inspectors.



PROGRESS OF AGRICULTURAL TEACHING
IN
ONTARIO SCHOOLS
1912

LEGEND

▲—Schools qualifying for grants under certificated teachers.

●—Schools qualifying for grants under uncertificated teachers.

△—Schools taking work but not qualifying for grants.

✚—District Agricultural Reports.

In the United States rural school agriculture through gardening has made little or no progress in recent years, and in many places it is even being abandoned as impracticable. Home garden projects are recommended by many as more feasible, and some progress is now being made where they are tried. But here, also, headway is too slow. These statements refer primarily to American one-teacher schools, since the larger consolidated schools are better prepared to utilize all such means.

The success of elementary agriculture in Ontario rural schools must be sought in (1) teachers of peculiar preparation for their work; (2) satisfactory division of the school year; (3) Government grants to schools; and (4) good system of organization. These factors are discussed briefly below.

Teacher requirements.—The work in school agriculture may be done (1) under teachers holding special certificates in elementary agriculture and horticulture and (2) under teachers of proved ability but not specially certified.

Teachers who are already regularly certified may procure the certificate in elementary agriculture and horticulture in any one of the following ways: (1) A 10-week spring course at the Ontario College of Agriculture; (2) two summer sessions at the college of agriculture and a directed winter's reading course; or (3) a course in agriculture at a high school, followed by a further course at the normal school and one summer session at the Ontario Agricultural College.[1]

Under these requirements competent teachers only can receive Government recognition and be entitled to the special grants.

Division of the year for agricultural purposes.—The most prevalent cause for failure in school gardening and agricultural experiments in the small American school is the generally short school year and its time of beginning and ending. In many parts of the United States this begins in September and ends too early in the spring to permit vegetation to gain a satisfactory growth before school closes. To this may be added the short tenure of the American teacher. One or the other, or perhaps both, of these reasons are persistently pointed to as the real cause of failure in rural United States.

Under the Ontario regulations "for the purposes of apportioning grants for this work, including practical gardening, the year will be the calendar year (January to December) and not the school year." The Ontario school year is 10 months long, and July and August are the only growing months during which the schools are not in session. But ample provision for the care of the gardens must be made or full Government grants will not be paid.

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[1] See Information, Regulations, Instructions, and Course of Study in Elementary Agriculture and Horticulture, Circular 13. Toronto, 1913.

Government grants.—Under the regulations now in force, a rural school board or a school board of a village that provides and maintains satisfactorily to the minister, throughout the year, a course of instruction in elementary agriculture and horticulture shall be entitled to special grants as specified hereunder; in no case, however, will the grant exceed the total amount expended by the board during the calendar year for the work. If the teacher leaves at the summer holidays, due consideration will be shown provided an effort is made by the new teacher and the trustees to have the work of the year completed satisfactorily.

To the teacher who carries out this work satisfactorily on the reports of the inspector and of the director, the minister will pay, in addition to the salary paid by the school board, an additional grant, as specified hereunder.

The grants, with the requirements for earning them, are shown in the following table:

TABLE 6.—*Grants to school boards and teachers.*

	Where teacher is not certificated in agriculture.				Where teacher is certificated in agriculture, or receives the certificate during the year.			
Requirements.	To trustees.	To teacher.			To trustees.	To teacher.		
		For full year.	For winter and spring term.	For fall term.		For full year.	For winter and spring term.	For fall term.
A. HOME GARDENING.								
(1) Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled. (2) Supervised home gardens or projects by pupils of Forms III, IV and V. (3) Well-kept grass and flower plots, borders, screens, etc., at school for beautifying grounds and for instructional purposes.	[1] $8.00	$8.00	$4.00	$3.00	[1] $20.00	$20.00	$10.00	$8.00
B. SCHOOL GARDENING.								
(1) Instruction throughout the whole year to be completed satisfactorily, with requirements regarding pupils' records, teacher's reports, trustees' statement, etc., fulfilled. (2) A well-conducted pupils' school farm or school garden, at or in connection with the school, having at least 6 square rods for experimental and observation plots of local use and interest. (3) Well-kept grass and flower plots, borders, screens, etc., for beautifying grounds and for instructional purposes. (4) For other pupils of Forms III, IV and V, not represented in the work on the 6 square rods, either additional plots in the school garden, or supervised gardens or projects at home.	[1] 12.00	12.00	6.00	5.00	[1] 30.00	30.00	15.00	12.00

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[1] Up to but not exceeding.

Agricultural work well systematized.—Another reason why the Ontario school gardens do well is because they are no longer looked upon as a fad or side issue to be cared for or neglected at the whim of the teachers and pupils. It is a serious part of the schools' tasks.

When the work is first organized the secretary of the board of trustees and the teacher are both obliged to file separate notifications of their intentions to teach agriculture in the schools. This makes all parties concerned feel their responsibility.

The school trustees must also make the necessary arrangements for its introduction and support, sharing with the teacher both the labor and interest.

Again, a definite time must be allotted to agricultural instruction. It must have a definite place in thé program, and shall not be less than one hour each week. Needless to say much more time than this is usually devoted to it.

Complete accounts must be kept of the cost of the school garden work and be submitted at the close of the year to the department of education.

The teacher must keep a record from week to week of just what phases of the work have been tried out, on special blanks provided for the purpose. The school register, indeed, contains such forms for every week in the year. At the close of the year the forms are forwarded to the minister of education through the local inspector. The school grants are based largely on these reports.

The report must show also how the garden has been planned; how it has been cared for in the summer holidays; and the condition it was in at school opening in September.

The following outline shows the topics suggested for the instruction to be given in the fall and early winter months. The teacher is not expected to cover all of these themes but to use such as are best suited to the local interests of the farming community. The teacher's report to the minister of education shows in the blank spaces allowed for the purpose just what has been accomplished with each topic.

SEPTEMBER.

Plant studies.—1. Weed-study excursion—Preparation of mounted collections—Seed collections—Identification tests—Methods of eradication. 2. Pupils' selection of corn in standing crop for seed and exhibition.

School fair.—Display of Progress Club's products (homemade articles, poultry, potatoes, oat sheaves, etc., by boys, and sewing, cooking, and canning by the girls), garden produce, collections, demonstration of experiments carried out at school—Judging and awarding of prizes of books, bulbs, etc.

Insect studies.—The housefly, its structure, habits, life history, and suppression—Estimation of damage of codling moth.

Reading.—Selection and purchase of agricultural books for school and home libraries. A farmer's library—Winter's reading plans.

OCTOBER.

Plant studies.—1. Collections of apples and other fruits for competition and judging—Talk by local fruit grower—Testing pupils' ability to recognize varieties—Methods of packing and shipping. 2. Collections of injured or imperfect fruit—Causes and remedies.

Farm and orchard work.—1. Thrashing—Storage of crops—Model barns—Silos—Estimates of yields—Determination of weights of bushels of grain. 2. Fall preparation of soil—Implements used and problems on cost of plowing, etc. 3. Fall pruning—Practice on neglected trees—Cover crops.

Garden work.—Taking cuttings and plants from garden for school or home windows or wintering over—Planting bulbs in school border or forcing for winter bloom—Fall preparation of school garden, cleaning, manuring, and plowing.

NOVEMBER.

Corn fair.—Collections of selected corn for competition—Judging competitions—Reading prize essays.

Farm work.—Wintering the farm animals—Good stabling and up-to-date appliances—Feeding—Care of poultry—Best henhouses.

Reading.—Class debates; discussions on agricultural topics.

Physical science.—Simple experiments on air.

DECEMBER.

Animal studies.—Breeds of farm poultry—Visits to poultry or live stock shows—Survey and census of local poultry industry—Marketing poultry.

Reading.—Reviews of subjects read up by pupils in books, papers, or bulletins.

Physical science.—Practical exercises with thermometers—Use of dairy thermometer—Weather records.

THE EXPERIMENTAL UNION.

The schools division of the Ontario Agricultural and Experimental Union, which was organized six years ago for the purpose of extending practical aid to the schools that offer courses in school agriculture, has proved a valuable factor in the work. It furnishes the schools, free of charge, excellent collections of planting materials for school gardens and pupils' home gardens. The seeds and plants are of choice varieties from the Ontario Agricultural College experiment fields or specially secured from well-known seed growers and dealers. Through their distribution to the schools and thence to the farm homes much has already been done to improve field crops and to teach a deeper love of farm home improvement and beautification.

TESTIMONY OF THE TEACHERS.

At this point it is interesting to learn what the Ontario teachers themselves think about the value of agriculture-teaching by means of gardening and home projects. The director of this work, Prof. S. B. McCready, has from time to time published excerpts from correspondence and reports, showing the difficulties and hindrances as well as the successes and rewards of the teachers in the field. A few of these excerpts are reproduced in the following paragraphs:[1]

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[1] See also Regulations Relating to Elementary Agriculture.

IS IT WORTH WHILE?

I would not be without the garden now for any consideration, although I am looking forward to twice as much work personally next year, as the oldest pupil is only 11 years.

We are going to continue the work, as I shouldn't want to teach if I couldn't have a garden.

THE ATTITUDE OF THE PUBLIC—HOW GARDENING SLOWLY GROWS IN FAVOR.

Some parents are indifferent; others have become interested on seeing their children interested.

The people are delighted with the garden. The people who opposed the garden at first have either turned indifferent or favorable.

The chief complaints were the expense and waste of time.

Skeptical parents influence the older pupils to think the work is only a particular teacher's hobby or whim. People are satisfied to have it go on.

The parents and trustees seem interested in the work and give us great encouragement, though little practical assistance.

THE EFFECT ON THE PUPILS—HOW THEY LIKE THIS SCHOOL SUBJECT.

It has a good effect on discipline.

They seem to enjoy coming to school and have developed an interest in nature.

The pupils are always willing and anxious to work. We attribute the general good behavior to the good relations established in the garden.

I find all my pupils are taking a more intelligent interest in the work.

The pupils often came very early in the morning to work in their plots and seemed to be well satisfied with their opportunity to do this work.

It promoted a spirit of friendliness and helpfulness among the pupils. A number of them also walked a couple of miles during the holidays to water and care for their plants a few times.

A bond of sympathy between teachers and pupils—both interested in the same pleasant work.

I was very much pleased when they (the pupils) suggested taking the money they get for carrying in wood ($1.50) to buy bulbs. So we have a lot of bulbs planted in our border along the road fence.

THE CARE OF THE GARDEN DURING THE HOLIDAYS—HOW THE HOLIDAY PROBLEM CAN BE SOLVED.

The Women's Institute undertook the care of it.

The trustees looked after the garden during the holidays. They weeded it and tended it.

Children went to the garden twice a week to care for their plots. The board hired a man ($10) to water and look after the garden in general.

The garden was left as clean as possible at the end of June. I made two trips to attend to the garden and two or three pupils came at the same time.

Teacher and pupils met at garden each Friday afternoon from 2 to 4 o'clock.

The pupils came each week and cared for it in turn.

The children attended to it. Some plots were neglected.

The children visited the gardens at least once a week. On account of scarcity of labor the boys did not come so often.

THE NEED OF GOOD NEIGHBORS, GOOD FENCES, GOOD SOIL, AND SOME TOOLS.

Plots were more or less destroyed in summer holidays.

Some visitors think they have the right to pluck the flowers and eat anything they like in the garden.

On the 21st of June our garden suffered a real disaster from five head of cattle unhooking the gate and entering during the night.

Ten of the plots were not a success, owing to destruction by sheep. We were most disappointed about our barley experiment which was carefully planted and almost all destroyed.

SCHOOL LESSONS IN AGRICULTURE AND HORTICULTURE—WHAT SOME SCHOOLS TEACH.

We have experimental window boxes and develop a great many experiments in these.—Haldimand County.

We have made a study of the apples of the neighborhood by having the pupils bring different varieties. The district agricultural representative helped us in naming some of them.—Hastings County.

We had an experimental plot where we tried transplanting vegetables thinned out of the pupils' plots and were very successful, indeed. We tried beans with four and six leaves without losing a single plant.

I have arranged to take one agricultural topic each week from the topics suggested in the leaflets, but feel the need of a definite course and a source of information on some topics.—Lincoln County.

SCHOOL FAIRS—HOW TO AROUSE PUBLIC INTEREST.

We had a school fair with what we had grown. The broom corn was the greatest curiosity.—Hastings County.

The school garden fair was held in the schoolroom on September 18 and about 60 visitors were present. The district agricultural representative conducted a weed-seed contest among the older pupils. Each one who brought an exhibit and did not get a prize was given two tulip bulbs. Prizes were also given for the best garden journal.—Victoria County.

We had a corn fair last fall—an exhibition of corn by the pupils, with literary and musical program.—Kent County.

For two hours last night the village of Swansea was dark. No lights shone forth from the windows and the houses for the time being were deserted. Up at the grounds of the public school, however, there was a strange contrast. Here was assembled the whole population and everything was gay and bright. The occasion was the public school annual flower show, and within the large red tent on the campus was as fine a collection of flowers as one could wish to see.—Toronto Globe.

COOPERATION—HOW SOME PEOPLE HELP.

The trustees gave the manure for the plots.

We sold $2.30 worth of produce from the class plots. There was no garden produce wasted or unused.

The Women's Institute was interested in the flowers.

The four plots marked X were planted with different varieties of asters given us by one of the trustees. They had the most beautiful flowers on them I ever saw.

We had a number of tomato plants given us and we planted them in an experimental plot.—York County.

PRIZE COLLECTION OF FLOWERS AND VEGETABLES.

This was grown on the grounds of Union School No. 6, Raleigh, Kent County, and won first prize at the local county fair. Hundreds of other school gardens have done just as well.

VI. THE CAUSES OF SLOW PROGRESS IN SCHOOL CONSOLIDATION.

GENERAL STATEMENT.

The above section tells how Ontario is striving to solve the educational problems of modern rural life through its one-teacher schools. The best-taught and best-equipped schools of this type have already done much to improve rural-life conditions; but, after all, teachers of special gift are required to make the small school of the pioneer-day type a vital force in any modern agricultural life. Such teachers are at best few and hard to get for the open country. Ontario is no exception to this rule. Its rural teachers are doing all that can be expected of them under the prevailing school system. The study of agriculture through gardening and home projects furnishes the vitalizing element, yet the fact remains that the average rural school in the Province is unable to offer enough of what is vitally interesting to the larger boys and girls to keep them in school. There, as in the United States, many farm children leave school too early because the open country does not offer the kind of education for life they crave.

There has been little demand for a radical reorganization of the rural schools in Ontario up to the present time. The farmers are conservative and cling tenaciously to the old ways. The schools have made sufficient changes to satisfy all except the most aggressive of the rural population. When the Macdonald movement for school consolidation began in 1904, it was felt by many to have been in advance of the times, on which account it did not meet with the enthusiasm that under other conditions might have been accorded it.

But before discussing the subject of school consolidation in Ontario it may be well to give a somewhat detailed description of a few strong one-teacher schools as they were viewed by the investigator—schools which have made any further reorganization in their own communities seem unnecessary.

SCHOOL SECTION NO. 6, RALEIGH TOWNSHIP, KENT COUNTY.

Kent County lies about 30 miles across from Detroit in a fertile section of the Province. The soil is exceptionally good and well adapted to the grains that are usually found in this latitude. Orchards of apple, pear, and peach are found at many of the prosperous farmsteads which dot the landscape in every direction. The Raleigh School occupies large, well-fenced, well-planned grounds. Shade trees, open lawn, a fringe of flowers along the cement walks, and a well-kept school garden give it a striking setting. On the grounds lie the schoolhouse and teacher's home, the latter being at this time occupied by the janitor and his family. The schoolhouse is an attractive structure, built of brick, with tile roof, costing $3,500. It is well heated and ventilated. Among other things it has a good rest room for the teacher. The equipment, too, is satisfactory. Outside were window boxes full of seasonable flowers, and Boston ivy gave an added touch of beauty to the schoolhouse walls.

This school has done its best work of instruction through agriculture taught in an informal way. No textbook in agriculture, it will be recalled, is used in these schools. A suggestive outline alone is followed from day to day. The garden was remarkably attractive. Each child had his or her own garden plat, and each was eager to show the visitor what he was growing. All displayed good knowledge of soil culture and the common grains, vegetables, and flowers. The Raleigh School community was proud of its recent first-prize winnings at the annual county fair on an excellent school display of vegetables and flowers. Aside from the county fairs at which most of the schools have displays, interschool fairs are commonly held by groups of rural schools in many of the counties.

The teacher of the Raleigh School, like teachers elsewhere in Canada, spends 10 months of the calendar year in teaching, beginning the school year on the 1st of September. Any change in instructors will accordingly occur, as a rule, at the commencement of the fall term. The teacher who closes the spring term of school is held responsible for the upkeep of the garden during the short summer vacation. In the Raleigh School the children had a voluntary organization which maintained the gardens and lawns in the teacher's absence. Occasionally one will find a neglected Ontario school garden at the opening of the fall term, but this is exceptional. It should be added here that the Raleigh teacher is a graduate in agriculture from the Ontario Agricultural College, in addition to holding a diploma from one of the normal schools. Such well-prepared, long-tenure teachers become real community leaders, who master in a large measure the usual obstacles of the small school in its work of rural socialization.

TEACHERS' HOMES.

Unfortunately it is not usual to find teachers' homes erected on the premises of the Ontario rural schools. Some communities organized in the early days by Scotch Presbyterians have substantially built schoolhouses, each with its teacher's cottage, as was the custom in the old country across the sea. Wellington County has a number of such schools, and so happily do they work for community welfare that the entire Province can well profit by imitation.

The first one of the group to come to the investigator's attention lies about 4 miles from Guelph in school section No. 1, Eramosa

A. WATSON'S SCHOOL, GUELPH TOWNSHIP, WELLINGTON COUNTY.

The teacher's cottage and garden are shown in the immediate foreground.

B. SCHOOL IN ERAMOSA TOWNSHIP, WELLINGTON COUNTY.

Equipped with teacher's cottage.

A. A VIEW OF THE RITTENHOUSE SCHOOL GARDEN.

Such gardens would be possible in the average rural community of the United States if the school year began in January instead of in September.

B. ANOTHER INTERESTING VIEW OF THE SAME GARDEN.

Township. The schoolhouse is substantially constructed of native stone and, while comfortable and heated with a good ventilating stove, is of the old type of architecture. The teacher in charge of the school was a young woman of broad experience. She made her home at the teacher's cottage, living with her mother as housekeeper. The latter also manifested a great delight in caring for the flowers and shrubbery on the grounds and assisting in the garden work. This teacher was a natural community leader who, living as she did in the midst of her people, was able to make use of these gifts to a large degree.

School section No. 2, Guelph Township, is the center of another very interesting school. It is usually known as Watson School. The premises are well fenced and contain a large schoolhouse, a teacher's home, and large sheds for teams. There are large playgrounds and an interesting garden used in common by the teacher and the school. These structures, too, are built of native stone and are substantial. The entire basement of the school is utilized. A part of it is used for furnace and fuel, another is occupied by the agricultural laboratory, and the rest is used for play purposes. On the first floor is a well-equipped library and shelves containing much material such as one should expect to find in a real community school. The school is the social center of the whole community.

The teacher and his young wife live here throughout the year. The teacher, indeed, told the investigator that he could not have continued in the profession in the open country had it not been for this teacher's home and what it meant to his family life. And so it is in many other places. Here the teacher dwelt in the community 12 months of the year. He was Sunday school superintendent and the accepted leader in agricultural and educational affairs. His avocation in this instance was the breeding of fine poultry, which are known as winners in many parts of the Province.

Only a short distance from Watson School lies the Marden School which similarly has been a vital force in community leadership. Here, too, the thoughtful early settlers had reared a substantial home for the teacher and his family and close by had set a good school house in the midst of large grounds. The school garden and experimental plats were perhaps as interesting as any seen upon the trip. Careful experiments were carried out in soil culture and rotation of crops. One large school garden took the place of the usual individual plats. A good sized area was devoted to the culture of evergreen and deciduous trees and shrubbery, native and exotic, which had been provided through the Ontario College of Agriculture. These, as they grow up, are being distributed among the patrons of the school. In this way as in many others the local school is a link between the college of agriculture and the farm homes.

RITTENHOUSE SCHOOL.

The Rittenhouse School, Lincoln County, is one of the most attractive schools in all Ontario. It is a community center in the truest sense of the word, offering exceptional educational advantages for the children and educational and social opportunities for their parents. The district is legally designated as Union School Section No. 1, Clinton, and No. 2, Louth, but is more commonly known as the Rittenhouse School from its benefactor, Mr. Moses F. Rittenhouse, of Chicago. The school lies in the Niagara fruit belt about 1 mile from Jordan Harbor and the same distance from Vineland railway station. The school ground comprises 4 acres of which 1 acre is used for a school garden. The grounds are adorned with native and imported trees and shrubs. Flower beds, low hedges, and a bubbling fountain adorn the front yard. The playgrounds are large and equipped for both summer games and winter sports.

The school is an attractive brick-and-stone trimmed structure. Its equipment is as complete as is found in the best of town schools. It has a concrete basement, one part of which is used for manual training purposes and the other as playroom for the children in winter time. A hot-water furnace and lavatories for the children also occupy a portion of the basement. The main floor contains two well-equipped classrooms and a library room. The former are seated with single desks; the floor is covered with linoleum and the walls are hung artistically with pictures. The library boasts a well-selected book collection of more than 2,000 volumes, including the best reference books, books on art, and the leading British, Canadian, and American periodicals. A part of one of the classrooms contains an excellent museum with interesting archæological collections and collections of birds and wild animals, minerals, plants, etc.

The school has 2 teachers and 45 pupils, ranging from the primary to the tenth grade. The literary subjects are thoroughly taught, as are also the various phases of vocational work such as sewing and constructive work for the girls, manual training for the boys, and agriculture and school gardening for all the classes.

The Rittenhouse Garden serves the double purpose of a nature laboratory for the children and cooperative experiment ground for the patrons, especially in the best varieties of tomatoes for the district. This 1-acre garden has been maintained year after year at a surprisingly low cost. Mr. Harvey M. Gayman has written so interestingly on this and other phases of the Rittenhouse Garden activities that he is quoted at some length below. He writes:

> Now that our garden is well established, we can conduct one such as the illustrations suggest for the small sum of the ordinary school grant for that purpose, which is $30 per year.

When so many avenues are open to assist rural schools, it should be comparatively easy for most sections to have at least one-eighth of an acre, which could be used for experimental purposes.

This, along with the yard proper, which should include flower-beds, shrubs, and lawn, will give sufficient work for the average school. No doubt in many sections, where the land is clayey, one-sixteenth of an acre or less could be used to better advantage than a larger area.

We must not err by thinking that a beautiful garden is essential to school gardening, or that area is the principal consideration. The best lessons may be taught in gardens, which may not be brought before the eyes of the public. The tendency with some teachers is to attempt too much. If the pupils are with one teacher four years or more, they will become familiar with all phases of garden work.

As to the time spent, we have devoted about two spaces of 45 minutes each Tuesday and Thursday, each teacher taking a number of pupils at different periods. If it is excessively hot we change the day. We spend about one day to get the plots ready and plant them. There is no fast rule to make regarding the time one might profitably spend at this work, but rather than discourage this new subject on our curriculum we should be judicious.

About Arbor Day, if the weather is favorable, we devote this time for the preparation of our individual plots, which are 6 by 10 feet, for the third, fourth, and fifth classes. These are divided and subdivided for the first and second classes. Each child levels and gets his own seed bed in good condition for sowing. Then he cleans the paths around his plot. If weather conditions are unfavorable, we postpone our Arbor Day until a suitable time. This day gives most work, and here a gardener, laborer, or willing hand is needed to assist in the rough and heavy work.

A few months before garden work we try to interest the pupil in his plot, and the planning of the same, by a series of lessons bearing on planting and germination. The child should have his plans worked out in his exercise book. Last year each child in the third, fourth, and fifth classes was allowed to plant in his own garden what pleased him best. By this method each child showed his individuality, and results were quite satisfactory.

Across the road from the school lies Victoria Hall. It is in the midst of a 5-acre tract of woodland and open lawn, all of it being used for community center purposes. Just beyond the hall are ample sheds for horses; on the grounds are a bandstand, swings for the children, benches, table, and stands for community gatherings of every kind. The hall, in the annex of which a carekeeper and his family lives, is used for lectures, school entertainments, musicales, women's meetings, Y. M. C. A. gatherings, and the like.

Nine acres are here dedicated to rural community interests, most of which was made possible through the generosity of a native son who had not forgotten his old home after he had amassed a fortune in the United States. The Rittenhouse community, indeed, is a striking object lesson which men of means might well emulate elsewhere.

THE MACDONALD EDUCATIONAL MOVEMENT.

Sir William C. Macdonald, of Montreal, is known as a particular benefactor of the Canadian farm folk. He was among the first to see the importance of the right kind of education in modern agricultural life. He became eager to combine broad culture with thorough preparation for practical living. The rural schools did not seem to him close enough to the problems of everyday life. He wanted the head, heart, and hand education. To this end he determined to establish certain funds to be used in promoting agriculture and other industrial education throughout Canada. "The Macdonald Movement," as it is termed, has really been a series of striking object lessons of great value to all the people of the Dominion. It has pointed the way in much that was new and untried and has stimulated to greater effort in the old and tried.

The Macdonald manual-training fund dates back to 1898. It established manual-training centers in connection with the public schools in 21 places throughout Canada. These were maintained entirely free of cost to the people for a period of three years, at the end of which time there were 45 manual-training instructors employed, with more than 7,000 boys in their classes. It is fair to say that much of the interest manifested in manual training in Canada at the present time is traceable to this great object lesson.

The Macdonald-Robertson Seed Growers' Association received its start from this manual-training fund. Mr. James W. Robertson, who later became Mr. Macdonald's personal representative in his benevolent works, had found the results of a seed-grain competition, in which he had ventured $100 in prizes, so satisfactory that he induced Sir William Macdonald to use $10,000 of the fund for this purpose. The young competitors were obliged to pick each year by hand the choicest heads from the most vigorous plants of wheat and oats in sufficient quantity to obtain seed to sow a quarter of an acre the following year. As a result, several hundred grain plots were soon established. This was the beginning of the present Canadian Seed Growers' Association which has been of incalculable value in improving seed grains, etc., throughout the Dominion.

Among the other Macdonald funds to be mentioned are the Macdonald rural-school fund for the establishment of school gardens and consolidated schools. The Macdonald Hall and Institute fund, out of which was established and equipped the industrial institute at Guelph, and finally the fund for the establishment of Macdonald College at Ste. Anne de Bellevue, Quebec, which is the crowning effort in the list of benefactions.

Of these funds, the Macdonald rural-schools fund is of most direct interest at this point. Under it arrangements were made for establishing a school garden at each of five schools in each of five Provinces. One garden specialist was placed in charge of each group of five gardens. This man had received expert training for the work at Cornell University, the University of Chicago, the Ontario Agricul-

A. THE MACDONALD CONSOLIDATED SCHOOL AND GARDEN, GUELPH, ONTARIO.

This photograph was taken from the rear in order to show the individual plats to best advantage.

B. TEACHERS-IN-TRAINING AT GUELPH PREPARING THEIR GARDEN PLATS.

Macdonald Institute in the background.

tural College, and elsewhere. No doubt much of the present success in public-school gardening can be traced to the Macdonald school-garden movement.

In much the same way four well-equipped consolidated rural schools were established, one in each of the four Provinces—Ontario, New Brunswick, Nova Scotia, and Prince Edward Island. In this instance Mr. Macdonald paid for a period of three years the additional expense of the consolidated school over the former cost of the small rural schools. As a further inducement, a new contribution of $1,200 a year for a second three years was made to each of the four schools to assist the communities in adjusting themselves to meet the cost of maintenance. The schools were all set in ample grounds and given a good equipment of laboratories, manual-training shop, and household-science kitchen, together with classroom facilities in the general school subjects and nature study. Perhaps the most interesting part of the outdoor facilities of the schools were the gardens. The Macdonald rural-schools fund amounted to about $261,600.

THE MACDONALD SCHOOL AT GUELPH.

The Macdonald Consolidated School for the Province of Ontario was established at Guelph in 1904. The fine, commodious brick building lies in ample grounds adjoining Macdonald Hall and Institute on the one side and the Ontario Agricultural College proper on the other. It has an ideal atmosphere for farm children aside from the fact that many of them are obliged to come through the city of Guelph on their way to school. This may be considered an unfortunate circumstance inasmuch as the intervening city did not permit of the organization of a compact consolidated district. This one thing as much as anything else, perhaps, led to the school's partial undoing a little later. Five districts were consolidated. Three of these later withdrew, but not because of the increased burden of taxation which the majority of taxpayers felt was not too high when the increase in educational advantages under the new system was taken into consideration. The three districts withdrew, it is maintained, partly because of the above-mentioned lack of compactness and partly through the machinations of some disgruntled individuals of the community who were opposed to all innovations. Then, too, the people of the community, who are naturally conservative, hardly felt the need of the new school, believing their children were getting all the education they needed in the old one-teacher schools.

The school is doing good work in elementary agriculture. The children's individual gardens and the school experiment plats are exceptionally well used. The work in home economics and manual training is likewise of high grade. In 1913 the school had an enrollment of 193. Of these pupils 29 studied agriculture, 37 home economics, and 29 manual training. Five teachers are required. The school building with equipment has cost $27,000.

OTHER CONSOLIDATED SCHOOLS.

Another consolidated school has been organized at Tamworth in Addington County. In 1913 this school was attended by 130 pupils. The value of the school property is about $12,000. This school has not yet been able to offer courses in the vocational subjects.

Still another consolidation has taken place in the Timiskaming district, known as the Hudson Consolidated School. Its attendance, however, is small and the school does nothing of mark to distinguish it from the average small school.

NEED OF REORGANIZATION.

Leading educators of the Province are beginning to realize that the one-teacher school, even under the best conditions, can not fully solve the problem of modern education in the country. The introduction of elementary agriculture has worked great improvement; but alone and unassisted by higher schools it can not offer the growing youth what they need to prepare for most satisfactory living.

It is true the model consolidated school, erected at Guelph as a demonstration of what the new kind of school should do for a community, has not been entirely successful. But this partial failure is due to such evident mistakes in organization that it should discourage no one. The fact remains that Ontario does not offer rural children secondary school facilities without going away from home to seek them. And the town and village high schools are but poorly adapted to give farm people the education they need.

It was pointed out elsewhere in the bulletin that the small district organization in Ontario is just as unsatisfactory as in the United States. There can be little progress in consolidation before a new unit is adopted. The township is probably the best for this purpose in Ontario. The people are not ready to abolish such of the small schools as are doing good elementary school work. While nothing definite has been proposed as yet, the new scheme will probably include the erection of a township high school in each civic township, using the small schools as feeders and directing their activities. The plan will probably prove similar to the Minnesota Associated Schools, under which the central high school directs all the work in the one-teacher schools. Such an association might, in time, lead to the abandonment of the small schools, one after another, as the need should be felt. The central high school would, of course, have special teachers in agriculture, domestic science, and manual training who would not alone meet the needs of the pupils in the high school and the outlying schools in these subjects, but who would project the new work into every farm home as well through short courses and home project enterprise.

VII. PREPARATION, SALARIES, AND TENURE OF TEACHERS.

TEACHER EFFICIENCY.

The progress made in the rural schools of Ontario is explainable chiefly through the increasing efficiency of the teachers. The department of education has succeeded particularly well the last five or six years in supplying the schools with well-prepared teachers. This has come about chiefly (1) by offering better remuneration as an inducement for teaching in the country through the system of special grants, and (2) by increasing the professional requirements of the teachers.

Some educators insist that with increased salaries it should not be difficult to secure strong teachers, while others maintain that as soon as the teachers have secured this professional preparation the salaries are sure to advance, because teachers generally get what they are worth. It is safer, no doubt, to attack the problem from both ends, as Ontario is doing, and offer special salary inducements and at the same time increase the professional requirements.

HISTORY OF TEACHER TRAINING.

The teachers are ranked, respectively, as third, second, and first class. Teachers of the third class include all who hold local certificates from the so-called "old county boards." These teachers, fortunately, are decreasing in number year by year. Other teachers of the third class are the graduates from the model schools, which, in many respects, resemble the American teacher-training classes in high schools. These, too, are less numerous than formerly. The teachers of the second class come from the provincial normal schools and form the most important supply for the progressive rural schools.

The teachers of the first class are graduates from the faculties of education of Toronto and Queen's Universities. They become teachers in the secondary schools or fill the better positions in the larger graded schools of the larger towns and of the cities.

The supply of teachers required year by year to fill the vacancies that occur is considerably smaller than in the United States on the basis of the total number of teachers. Because of this the whole number of student teachers in attendance at the professional schools at any one time will seem quite small. Thus, there were, in 1913, 350 students in the faculties of education, 1,186 in the seven normal schools, and 362 in the 11 model schools.

Table 7 sheds some additional light on teacher certification in the Province:

TABLE 7.—*Number and kind of certificates in the elementary schools.*[1]

Year.	Number of teachers.	Male.	Female.	First class.	Second class.	Third class.	Other certificates, including "old county board," etc.	Number of teachers who attended normal school.	Normal college or faculty of education.
1867	4,890	2,849	2,041	1,899	2,454	386	151	666	....
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828	....
1877	6,468	3,020	3,448	250	1,304	3,926	988	1,084	....
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873	....
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434	....
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038	....
1897	9,128	2,784	6,344	343	3,386	4,465	934	3,643	....
1902	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774	....
1907	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587	....
1911	10,542	1,499	9,043	647	6,076	1,695	2,124	6,384	545
1912	10,757	1,511	9,246	674	6,419	1,804	1,860	6,705	614

[1] Kindergarten and night-school teachers are not included in this table.

From this it appears that 10,757 teachers were required by the public and separate elementary schools. Of these, 1,511, or 14.04 per cent, were men and 9,246, or 85.96 per cent, were women. In the secondary schools the percentages show marked differences. In the high schools 59.27 per cent of the teachers were men in 1914 and in the continuation schools 31.65 per cent were men in the same year. The percentage of women teachers in these schools is rapdily increasing, however. The most important fact gleaned from the table is the increasingly large number of second-grade teachers. These now number a total of 6,419, having almost doubled since 1907. In the same period of time the third-class certificates have decreased by about one-half of the whole number.

MODEL SCHOOLS.

The system of schools now in use for teachers-in-training is an evolution. As with us in the United States, several expedients have been used and discarded when no longer required. Prior to 1871 nearly all certificates were issued by the so-called "old county boards." These certificates were similar to the county certificates of the United States. One normal school issued provincial certificates.

In 1871 the "new county boards" took the place of the old boards and began issuing second and third class certificates upon questions prepared by the department of education. Of these certificates, the second class were permanent and good throughout the Province; the third class continued as a temporary local certificate. Gradual improvement was made in teacher certification, especially in 1877, at which time a system of county model schools was organized to prepare third-class teachers.

It had long been felt in educational circles that some professional preparation should be required of all beginning teachers. The model schools were consequently organized for the convenience of those who could not attend the longer terms in the more remote normal schools. The certificates were at first limited to county use and good for three years only, but in 1881 they were made provincial and the county board which issued them was authorized to renew them for three years.

Under the new arrangement all young teachers were required to attend the model schools or enter the normal schools. The model school term was at first limited to 8 weeks, it was later extended to 11 weeks, and finally to 15 weeks. The academic requirements for entrance were also, in time, made the same as for entrance to the normal schools.

The model schools were introduced as a tentative measure only. It was confidently expected that the young teachers getting these certificates would, most of them, wish to continue their studies in the normal schools in order to gain the advantages of a permanent certificate and the increased salaries for second-grade teachers. These expectations, however, were not fulfilled and soon the Province found itself flooded with third-class teachers apparently satisfied to remain as such.

Meanwhile, the normal schools had dropped all academic work and were devoting their entire time to professional preparation. The term was (1903) extended to one school year of 10 months, which also added considerably to the cost of obtaining a second-class certificate and tended to decrease the normal school attendance, while further crowding the model schools.

In 1908 only 26 per cent of the rural teachers held second-grade certificates, while nearly 73 per cent held third-grade certificates. The average age of the teachers was less than 19 years and the average tenure a little more than three years. Under these conditions the department of education determined to discontinue the old model schools.

Meanwhile, the system of grants for teachers' salaries and teachers' certificates was introduced. The effect was wholesome. School trustees began demanding teachers of the second class, with the result that those holding the lower certificate found it advisable to take a normal-school training.

It is interesting to note that the increasing supply of second-grade teachers has already lengthened the term of service in the schools materially, resulting in a decreasing demand for inexperienced teachers. This makes it annually more difficult for teachers with temporary certificates to find employment.

Finally, it should be added, 15 model schools were retained in a reorganized form after the abolition of the old schools. This number has been since reduced to 9, not including the 7 special summer model schools for the training of teachers for the districts and 5 English-French model schools for the training of teachers for bilingual schools. The purpose of these is to provide a lower grade of teachers for the newly settled or other sections which, on account of poverty, might be unable to secure better prepared teachers. It is believed, however, that these schools will be temporary only.[1]

PROVINCIAL NORMAL SCHOOLS.

The normal schools are 7 in number, situated at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto. These institutions differ from American normal schools primarily *in this* that they devote most of their time to the professional subjects, observation work, and practice school teaching. Where the American schools offer two, three, and four year courses, the Ontario schools have only a one-year course. All the academic subjects must have been completed in the secondary schools. It will be recalled that the normal schools prepare teachers for the elementary schools only.

The normal schools are under the immediate direction of the department of education. Applications for admission must be made direct to the deputy minister. Candidates who have complied with the prescribed entrance requirements will be admitted to one of the seven normal schools to be selected by the minister. By this means it is possible to regulate the attendance of the several schools, all of which utilize an identical course of study prescribed by the department of education.

The entrance requirements fall under two heads, viz, general preliminary, and academic and professional:[2]

GENERAL PRELIMINARY REQUIREMENTS.

The applicant shall forward with his application to the deputy minister, on official forms supplied by him, the following certificates:

A certificate from competent authority that he will be at least 18 years of age before October 1.

A certificate from a clergyman or other competent authority that he is of good moral character.

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[1] See J. J. Tilley. Report relative to the training of teachers, and other matters.

[2] See Syllabus of Regulations and Courses for the Normal Schools, Session 1914-15.

PROVINCIAL NORMAL SCHOOL AT LONDON, ONTARIO.

This is one of seven such schools which prepare "second grade" or elementary teachers.

A certificate from a physician that he is physically able for the work of a teacher and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

ACADEMIC AND PROFESSIONAL REQUIREMENTS.

The candidates for entrance are classed as grade A and grade B.

Grade A.—Those who hold certificates of having passed the full examination for entrance into the normal schools or faculties of education, and who hold third-class certificates, and have taught successfully a public or a separate school for at least one year as certified by an inspector of public or separate schools.

Grade B.—All others who hold certificates of having passed the full examination for entrance to the normal schools or the faculties of education.

The academic entrance requirements may be met by students in the secondary schools who are sufficiently well advanced in their courses to stand the following examinations:

1. LOWER SCHOOL EXAMINATION.

One of the following: (a) Senior high school entrance examination, with the elementary science and agriculture, and bookkeeping and business papers option; (b) the model school entrance examination; (c) the senior public school diploma examination; (d) the departmental examination in the following lower school subjects—

Oral reading, writing, spelling, bookkeeping and business papers, art, elementary science and agriculture, geography, English grammar, and arithmetic and mensuration.

Candidates who take also at the lower school examination the examination prescribed in the lower school course in either manual training, household science, or agriculture and who make at least 50 per cent at the practical examination and in the examination papers, shall have the marks so obtained added as a bonus to the aggregate of their marks on the obligatory subjects.

2. MIDDLE SCHOOL EXAMINATION.

In addition to the examination in the lower school subjects prescribed above, candidates for entrance into a normal school shall pass the departmental examination in the subjects of the middle school of the high school, as follows:

English composition, English literature, British and Canadian history, ancient history, algebra, geometry, physics, and chemistry.

Candidates for entrance into a normal school who take also at the examination the papers in the middle school course either in Latin (the pass matriculation course) or in art, and who make at least 33⅓ per cent on each of such Latin or art papers and 50 per cent of the aggregate of the marks assigned to both papers, shall have the marks so obtained added as a bonus to the aggregate of their marks on the obligatory subjects.

NORMAL SCHOOL COURSE OF STUDY.

The program of studies is the same for all the schools. Some idea of its comprehensiveness may be gained from the following general statement of the requirements for 1914–15:

(a) A thorough review of the public and separate school courses and of the subjects prescribed for admission into the normal schools, especially those of the lower school, from the standpoint of pedagogy and the requirements of the public and separate

schools, with such an extension of said academic subjects as time will permit; also special instruction in reading, writing and bookkeeping, art, physical culture, hygiene, vocal music, household science, manual training, manners.

(b) Those teachers-in-training who have passed in household science as a bonus at the examination for entrance to the normal schools may be exempt from the purely instructional course in sewing and cooking, but such students shall attend all classes dealing with the pedagogy of the subject.

(c) Those teachers-in-training who have passed in manual training as a bonus at the examination for entrance to the normal schools may be exempt from the course in woodworking, but shall take the manual training for Forms I, II, and III of the public and separate schools, and shall attend all classes dealing with the pedagogy of the subject.

2. The science of education, including psychology, child study, and general methodology; the history of education; school organization and management; special methodology.

3. Supervised observation in the model schools, and in the affiliated rural schools of the adjoining county or counties.

4. Supervised practice-teaching in the model schools.[1]

Teacher certification.—The grade A teachers-in-training who have passed satisfactorily the prescribed examinations at the conclusion of the school term, are entitled to permanent second-grade certificates, under certain restrictions; and grade B teachers in training get an interim second-grade certificate which is made permanent after two years' successful experience.

Courses in special methodology.—From the above it appears that the normal schools of Ontario differ materially from normal schools in the United States. The American schools offer academic and professional courses side by side. The subject matter, with us, is not generally limited to elementary courses, nor are the schools limited to preparing elementary teachers. A great many of the schools vie with the college and university schools of education in preparing teachers for secondary and higher institutions. As to whether our system is altogether a wise one there may be some difference of opinion.

It must not be understood, however, that the Ontario teachers-in-training do not get a great deal of valuable academic information in their year's work. Besides the careful review of the elementary subjects mentioned above, much time is devoted to special methodology. This course is primarily intended to enable the student teachers to apply the principles of education, and to adapt the principles of general school methods to classroom practice.

The various subjects of the curriculum are considered, one after another, in these relations; but at the same time the student's academic knowledge is rounded out and becomes deeper rooted. The courses comprise a careful consideration of language and composition, reading, spelling, literature, and grammar; history; nature study and agriculture, and elementary science; arithmetic, algebra, and geometry; writing and art work; manual training and household science; music; physiology and hygiene; and manners.

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[1] See Syllabus of Regulations and Courses for the Normal Schools, session 1914-15.

TEACHING AGRICULTURE.

The normal schools give good courses in household science and manual training, with some work in agriculture and school gardening. They are generally equipped with gardens and experimental plots.

At the same time it is felt that the most satisfactory preparation for teaching agriculture can be secured at the Ontario Agricultural College, with its large equipment and agricultural atmosphere. Accordingly, all the normal school graduates who are ambitious to get the elementary certificate in agriculture and horticulture must spend some time in study at Guelph.

Spring and summer courses.[1]—The special courses for teachers at Guelph are open to actual teachers only, who hold professional certificates qualifying them to teach in the schools of the provincial system. The special certificate is granted only to candidates who have completed either the spring course (10 weeks) or two summer courses (five weeks each).

Special inducements to attend.—The department of education, realizing the great importance of the courses, undertakes to repay students in the spring courses all necessary outlays for board and lodging and traveling expenses incident to attendance upon the course, provided the student is willing to bind himself to teach for three years in the Province immediately after completing the work; or, in case of unforeseen failure to do so, agrees to make a complete refund. The spring course has been provided for grade A teachers who were graduated from the normal schools at Easter. In the case of teachers attending the summer courses the railway expenses only are allowed. In both cases there are no tuition fees for Ontario teachers.

What the courses comprise.—The courses are extremely practical. Instruction is given in lecture room, laboratory, workshop, garden, and field. All the theory and laboratory work is illustrated by outdoor practice. There is very little book study. For observation purposes the college and its entire equipment is utilized. Every student is provided with a garden for practice and observation. He must visit it each day and keep full records of all work and observations in a garden journal. The student is held responsible for the success or failure of the garden work. In general the mornings are devoted to indoor work and the afternoons to work in the fields and woods.

The courses are very comprehensive, including all the phases of agricultural life which are essential to a teacher's success in the average farm community. The spring courses comprise the following: Rural school administration and methods of teaching; farm life and rural needs; nature study and agricultural literature; school gardening; botany, embracing economic plants, weeds, and plant diseases; horticulture, embracing fruit growing, vegetable gardening, landscape gardening and floriculture; field husbandry; farm animals; soil physics, entomology, soil chemistry; and bacteriology.

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[1] See spring and summer courses and examinations in 1914 for teachers' certificates.

The summer courses differ somewhat from the above because of the shorter time devoted to the work. During the first summer session a special study is made of the following: Plant studies, including school gardening; agricultural horticulture, plant propagation, and botany; animal studies dealing with insects, birds, and farm animals; physical nature dealing with soils, weather, and astronomy. During the second summer session the work embraces school gardening, botany, field husbandry, horticulture, physics, agricultural chemistry, bacteriology, entomology, and beekeeping.

In addition to the above, candidates for the certificate are required to read and make a synopsis of at least three books in the interval between the two summer sessions. These books may be selected from a list of three groups compiled for that purpose. These books deal with agricultural and rural life.

In 1913 this scheme of teacher-training was extended to include courses for high-school science men. Their courses lead to the intermediate certificate in agriculture and the plans under development are for the teaching of agriculture in high schools along similar lines to those developed for the elementary schools.

Rural teachers' and inspectors' conferences.—A rural teachers' conference was held during the last week of the summer session of 1914. Every county teachers' association in the Province was requested to send two delegates selected from the rural and village teachers. Of these one must be a teacher who had received special training in agriculture at Guelph and the other a teacher who had not had such training. In both cases these teachers must be carrying on school gardening and teaching agriculture. The delegates' expenses for traveling and board were in every instance paid by the department of education. They were trained to carry on a propaganda amongst their fellow teachers at teachers' institutes. These sessions were devoted to practical round-table talks, addresses by specialists on agricultural and rural subjects, and in practical field work.

In 1913 the school inspectors to the number of 80 were brought together at the agricultural college also for a week's short course. In this they were specially instructed in the new needs of agriculture and rural life and discussed plans for rural education betterment in general. It is proposed to hold a two-weeks' course during the summer of 1915.

REMUNERATION OF TEACHERS.

The teachers of Ontario receive better pay than do American teachers. But even as it is, their salaries have scarcely kept pace with the scale of remuneration in other professions.

The following table gives the salaries for the teachers in the elementary schools by periods of years from 1867 to 1912, including the highest salary, the average salary, and salaries of city, town, village, and rural teachers taken separately:

TABLE 8.—*Average salaries.*

Year.	Highest salary paid.	Average salary, male teacher, Province.	Average salary, female teacher, Province.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.	Average salary, male teacher, incorporated villages.	Average salary, female teacher, incorporated villages.	Average salary, male teacher, rural schools.	Average salary, female teacher, rural schools.
1867........	$1,350	$346	$226	$532	$243	$464	$240	....	....	$261	$189
1872........	1,000	360	228	628	245	507	216	....	....	305	213
1877........	1,100	398	264	735	307	583	269	....	....	379	251
1882........	1,100	415	269	742	331	576	273	....	....	385	248
1887........	1,450	425	292	832	382	619	289	....	....	398	271
1892........	1,500	421	297	894	402	648	298	....	....	383	269
1897........	1,500	391	294	892	425	621	306	....	....	347	254
1902........	1,600	436	313	935	479	667	317	....	....	372	271
1907........	1,900	596	420	1,157	592	800	406	$659	$372	458	379
1911........	2,200	767	518	1,395	706	963	496	733	463	536	464
1912........	2,200	788	543	1,320	703	977	519	779	492	566	493

The average salary of male teachers in rural schools shows an increase of $108 since 1907, while that of female teachers shows an increase of $114. There is every reason to believe that similar increases have been maintained since 1912, when the last official compilation was made. The figures for the secondary schools show large increases also. In 1913 the average salary paid to teachers, including male and female, in the collegiate institutes was $1,555, in the high schools $1,252, and in the continuation schools about $800.

TEACHER TENURES INCREASING.

Rural teacher tenures have increased in length in direct ratio to the increase in number of professional certificates. The average experience in years of all male teachers (1912) was 11.81 years; of all female teachers, 7.41 years; and of all teachers, 8.06 years. The second-grade teachers, from whose ranks the most proficient and best paid rural teachers are drawn, make an exceptionally good showing. The average experience of the male teachers of this class was 14.72 years; of the female teachers, 9.16 years, while the two sexes in the third-grade class stood, respectively, at 5.39 years and 4.96 years, and all other temporary certificates showed only 1.36 years and 1.75 years.

From all that has been said above it is self-evident that professional preparation, salaries, and length of experience depend on one another, and all are essential to school welfare.

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——— ——— Agricultural education. Toronto, 1913. 36 p. (Bulletin no. 3, 1913.)

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UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1915, NO. 33 . . . . WHOLE NUMBER 660

PROBLEMS OF VOCATIONAL EDUCATION IN GERMANY

WITH SPECIAL APPLICATION TO CONDITIONS IN THE UNITED STATES

BY

GEORGE E. MYERS

DEPARTMENT OF THE INTERIOR

WASHINGTON
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1915

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CONTENTS.

Page.
Letter of transmittal.. 5
I. Continuation schools for boys in unskilled occupations in Berlin.......... 7
II. Continuation schools for girls and women in Berlin...................... 16
Voluntary continuation institutions for both sexes................... 17
Voluntary continuation schools for girls............................ 17
Voluntary continuation schools for unfortunates..................... 18
The industrial and commercial training institution for girls and women... 19
Victoria continuation and trade school.............................. 19
The continuation school of the Berlin Handworkers' Association..... 20
The commercial school and merchants' continuation institution for girls... 20
Administration of compulsory continuation schools.................. 21
Curricula of the different types of schools......................... 22
Courses of study for sales girls.................................... 24
Courses of study for other types of continuation schools.............. 26
III. The training of industrial continuation school teachers in Prussia........ 28
IV. Dual control in industrial education in Prussia.......................... 35

LETTER OF TRANSMITTAL.

Department of the Interior,
Bureau of Education,
Washington, May 29, 1915.

Sir: In the manuscript transmitted herewith Dr. George E. Myers discusses in a clear and concise manner four interesting and important problems in vocational education in Germany, about which there is need of information in the United States:

I. Continuation schools for boys in unskilled occupations in Berlin.

II. Continuation schools for girls and women in Berlin.

III. The training of industrial continuation-school teachers in Prussia.

IV. Dual control in industrial education in Prussia.

This manuscript was prepared by Dr. Myers at my request after he had spent a year studying the problems of vocational education in Germany, with special reference to the application of German methods in American schools. I recommend that it be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. Claxton,
Commissioner.

The Secretary of the Interior.

per cent of German industry is still carried on under the handicraft system, while in this country the proportion has fallen to 3 per cent. Yet the comprehensive German scheme of industrial education includes provision for the unskilled worker as well as for the one who is employed in the most highly skilled occupation.

In view of growing interest in this phase of vocational education, it seems worth while to examine with some care the German plan for training unskilled workers. However, it is not the purpose at the present to present what is done in Germany, as a whole, or even in Prussia as a whole, but only in the capital city of both—Berlin. It should be kept in mind, also, that the discussion deals only with the training of unskilled workers and not with that of those engaged in low-grade skilled industries.

A few words concerning continuation school organization are necessary. These schools in Berlin operate under the national industrial law of 1891, which authorizes communities to establish such schools and require attendance. A city ordinance was passed in 1905 making attendance compulsory for all male industrial and commercial employees from the time they leave the elementary school at 14 years of age till their seventeenth year is completed. The ordinance provides, also, for not less than 4 nor more than 6 hours of instruction per week. In 1913 an ordinance was passed establishing compulsory continuation schools for employed girls between the same ages, or until marriage. During the year 1913–14 the enrollment of boys for the two semesters was distributed among the three types of continuation schools as follows: Industrial, 15,902; commercial, 6,261; unskilled, 13,874; total, 36,037. During the same year, which was their first year of existence, the compulsory continuation schools for girls enrolled: Industrial, 1,604; commercial, 2,798; unskilled, 1,890; total, 6,292. Only the first year's work of the girls' schools was offered in 1913–14. From the figures given it would appear that when the full three years' course is installed about half as many girls as boys will attend the compulsory continuation schools. It is also worthy of note that a considerably smaller proportion of girls are in unskilled occupations, the percentage of the total being about 30 for the girls and 40 for the boys. Since another section is devoted to vocational education for girls, the boys' schools alone will receive consideration here.

For the purposes of continuation school management the city of Berlin is divided into 10 districts. Each district has a continuation school, or group of schools, in a central building. Most districts have from one to two additional departments, located in elementary school buildings because the central buildings were found inadequate to accommodate all the pupils required by city ordinance to attend. Few of the trades are taught in more than one district, and none of them in more than five. On the other hand, classes for unskilled workers are maintained in each of the 10 districts.

Boys engaged in unskilled occupations must attend a continuation school for unskilled workers in the district where their homes are located. Until recently they attended in the district where they were employed, because of greater convenience in reaching the school; but this was found unsatisfactory because changes in employment, which are frequent with these boys, often necessitated transfers from one school to another.

The boys are required to attend 4 hours per week, 2 hours less than the time required of apprentices in the trades and in commerce. In nearly all cases the 4 hours are divided into two periods of 2 hours each, coming at the same time on two nonconsecutive days of the week. School principals in arranging the schedule of classes and in assignment of pupils to classes consult the convenience of employers. For example, if an employer has several boys who are required to attend these schools, their hours are arranged so that only part of them are away from their work at one time. Also, out of deference to the wishes of employers, the great majority of classes meet late in the day. Half of the classes for unskilled workers have their sessions from 6 to 8 o'clock in the evening; about one-third of the remainder meet from 5 to 7 o'clock. Sixty per cent of all the continuation school work for unskilled workers is done after 6 o'clock in the afternoon. An instructor in the school of district number one remarked that classes meeting early in the morning are most satisfactory, not only because the boys are fresher then, but also because when they come directly from home they are more regular. There are certain conditions under which an employer may have a boy excused from school for a day, and he is more likely to take advantage of this privilege when the boy has been at work part of the day and is due at the school in the afternoon than if he has to arrange for this the day before. The same instructor assured me nevertheless that the school will not be imposed upon by employers in the matter of excusing boys, and that the attendance averages about 90 per cent. It happened that the day the writer of this report visited his class only 13 out of 30 boys were present, but he explained that an unusual number were excused because it was Holy Week and employers needed their unskilled helpers in preparation for Easter and the Easter holidays more than at any other time of the year.

The teachers of the continuation classes for unskilled workers are almost entirely from the elementary schools. In fact nearly all of them are now teaching in elementary schools as their principal work and spend from 2 to 6 hours per week in continuation-school teaching in addition. Possibly this accounts in part for the large amount of continuation-school work in the late afternoon or early evening, though the principal reason is the one given above. A few teachers devote their entire time, 24 hours per week, to teaching these classes and the tendency is to increase this class of teachers, correspondingly decreasing the part-time teachers. The men of both groups have had the usual training of a Prussian elementary teacher, which covers 6 years beyond the elementary school, 3 years in a preparatory school, and the same length of time in a training school for teachers. They are selected because of special interest in and fitness for continuation-school work.

Employers do not feel as kindly toward the schools for unskilled workers as toward the industrial and commercial continuation schools. They recognize the value of the instruction given in the latter schools and see that their establishments are directly benefited by it. On the other hand, they, or many of them, can not see what benefit their business will derive from the instruction given their unskilled help. For this reason they chafe more under the necessity of excusing their unskilled employees.

The conditions of attendance at the continuation school for unskilled workers differ from those for the industrial and commercial continuation schools only in the employment of the boy. The age limits are the same. It is evident that these schools are a sort of dragnet to gather in all employed boys from 14 to 17 years of age, inclusive, who are not in the industrial or commercial continuation schools. Office boys, errand boys, shop helpers (not apprentices), house servants, and pages constitute the greater part of this large group. Some of them enter these occupations because of difficulty in obtaining apprenticeships, a very few changing to apprenticeships later. The majority go into unskilled occupations because they offer better wages to boys of 14, 15, and 16 years of age than can be earned in apprenticeship. The unskilled workers receive 8 to 10 marks per week the first year as compared with 2.5 marks for the apprentice, 10 to 12 marks per week the second year as compared with 3 or 4 marks for the apprentice, and 12 to 16 or even 18 marks the third year as compared with 5 to 7 marks for the apprentice. A few of these boys have not the ability or persistence necessary to learn a skilled trade if they could find the opportunity to do so. On the other hand, many of the brightest and most capable boys, as judged by their work in the elementary schools, are obliged to become errand boys, office boys, pages, etc., because the wages they can earn are absolutely necessary for the support of the family. Once one of these boys enters an unskilled occupation, it is next to impossible for him to break away from it. If his wages are needed for the support of the family when he is 14 years old, they will be needed when he is 15, 16, and 17. He can not prepare during this time, should he desire to do so, to enter a skilled trade when the family no longer can claim his wages, for he must attend the continuation school for unskilled workers. He can not, however much he may wish to do so, attend an industrial continuation school, and even if he could, this would not pave his way for entrance to a trade, for the instruction in this school is only supplementary to the actual shop training acquired by the apprentice in the trade. Should he desire to attend a voluntary industrial continuation school evenings or Sundays in addition to attending the compulsory school for unskilled workers he can not, because none is admitted to these schools unless employed in the trade taught. Finally, he can not hope to enter one of the middle industrial schools when 18 or 20 years old, even if he were able to pay the fees, because no student is admitted to these schools who has not had trade experience or a 6-year secondary school course. On the other hand, his associations at work and in the continuation school are mostly with boys who have no ambition beyond unskilled labor. These associations, with his own discouraging outlook, an elementary schooling which leaves out of account the development of initiative, and a general organization of society based on class distinctions, help to bind him to a life of unskilled labor no matter how capable and industrious he may be when he completes the elementary school. The fact that in the year 1911–12 there were 2,636 boys in the first semester class and 2,775, an increase of 139, in the third semester class of unskilled workers, while the corresponding figures for metal workers were 1,576 and 1,344, a decrease of 232, suggests that far more drop from the skilled trades into unskilled occupations than are able to go the other way.

The course of study has much in common with those of the industrial and commercial continuation schools, though the latter give less time to these common features and focus on the technical aspects of the occupations which they supplement. The course is divided into three parts under the headings (1) "The youthful worker in his personal relations," (2) "The youthful worker in his activity," and (3) "The worker in community life." Each of these parts comprises a year's work. The work of each year is further subdivided into (1) knowledge concerning occupation and citizenship, (2) written work, and (3) arithmetic, all of which are carried on simultaneously and are closely coordinated.

The first five weeks of the first year are devoted to consideration of entrance into industrial life—choice of occupation, skilled and unskilled work, obtaining a position, meaning of work, and the continuation school. The written work of this period includes applications for positions, addressing envelopes properly, notices of change of work, and written exercises based on talks by the teacher, and submitted to him for correction. The teacher's talk takes its cue from the subject under consideration, but is not always closely related to it, or of real practical value to the boys. In a class for unskilled workers in the Wartenburg Street school, visited in April, 1914, the teacher told the story of the discovery and development of printing. After questioning the class for some minutes and calling on individuals to repeat parts of the story, he told them to write in their exercise books on "Gutenberg, the inventor of printing"—a subject rather remote from the activities of the average errand boy or page. The arithmetic of the same period deals with the four fundamental operations with integers and fractions, and with percentage, all as applied to problems arising in connection with entrance into industrial life. For example, exercises are given in reckoning the cost of advertising in the newspaper for positions, and in reducing the cost by careful wording.

A period of six weeks follows, devoted to the boy's place in the new society of workers. The character and purpose of the work book and the wage book are considered, the usual regulations affecting unskilled work; moral restraints, obligations to the employer, and restrictions on the employee in dealing with other men. The written work of this period includes use of the work book and work ticket, both of which require filling out, writing excuses for absence from work on account of sickness, and exercise work similar to that mentioned above. The arithmetic consists of exercises connected with personal needs and with wages. Eighteen weeks are then occupied with care of the health, under the four headings (1) personal regimen—food, temperance, alcohol; clothing, care of the skin; (2) care of health in home and workshop—ventilation, heat, light; (3) first aid in accidents; (4) use of leisure time for physical training, travel, play, improvement, information, and amusement. The written work of this period is exercise work and letter writing and the arithmetic consists of exercises connected with the care of health.

A fourth period lasting seven weeks deals with welfare provisions—insurance and welfare arrangements (1) in case of sickness, (2) in case of accident, (3) in case of invalidity and old age. In addition to exercises closely related to insurance, the written work includes filling out accident notices, invalidity cards, etc. The arithmetic exercises are connected with cases arising under the insurance laws and welfare arrangements.

The remaining four weeks of the first year are used in summarizing or reviewing the work of the year.

The general topic of the second year is "The youthful worker in his activity." The first half of the year is devoted to his activities in trade, particularly to things likely to come in the work of an errand boy. A study of trade within the city, accompanied by written exercises connected with orders, bills, receipts, package delivery, etc., is followed by study of railway or freight trade, with written exercises in filling out bills of lading, shipping tags, etc., postal trade with exercises in addressing ordinary and registered packages, and the transfer of money by means of money orders, checks, and drafts. Additional written exercises are given with each stage of the work; also many problems in arithmetic, such as come up in the usual activities of the errand boy, or other unskilled worker in local, freight, or parcel-post trade.

The second half year begins with the boy's activities in the workshop, taking up a study of the most important products of handwork and industry in Berlin, laws regulating workshops, examples of division of labor and cooperation of effort, with suitable written and arithmetical exercises. Then follows a consideration of (1) the meaning and kinds of wages, protection of wages, and intelligent expenditure of wages; (2) laws affecting work relations, service contracts, labor contracts, responsibility for performance of accepted commissions; and (3) the meaning of work, its value to the individual, possibilities of promotion, and value of labor to the State and to society.

During the third year the worker's social and civic relations are considered under the general topic, "The Worker in Community Life." Eleven weeks are devoted to the worker in the family. The place of the family in civilization and in human welfare, the responsibility of parents for providing food, clothing, and shelter, thrift in domestic management, the most important things connected with parental authority, with inheritances and wills, with guardianship and education of wards, and with the duties of children are considered. Arithmetic exercises of this period are based on home management, savings accounts, life insurance, and fire insurance, and include family bookkeeping. Three weeks are occupied with the "The Worker as a Member of Societies and Associations"—rent and building associations, savings and loan associations, trade-unions, improvement and social clubs. Attention is given during eight weeks to the worker as a member of the community. Arrangements of the community for the welfare of its citizens—public health provisions, care of the poor and of orphans, provisions for education, local taxes, and the principal features of local government are discussed. Finally, the last 14 weeks of the course, aside from 4 weeks for review, are devoted to "The Worker as a Citizen of the State." The organization and authority of the Empire, the Kaiser, the Federal Council, the Parliament, the revenues of the Empire, the army and navy are given attention in turn, followed by a similar study of the Kingdom of Prussia. The arithmetic exercises of this period center around taxes and customs duties. Much of the written work of the third year is on the subject of authority.

It is customary for one teacher to have charge of all the work of a class, just as in the elementary school. The purpose of this arrangement is to secure unity and to give the teacher greater personal interest in his boys. All of the work except arithmetic is taught without textbooks. In arithmetic a small paper-bound textbook, planned especially to meet the requirements of the course for unskilled workers, is used. This book is one of a series of 12 arithmetics prepared by a group of continuation school directors or principals, the others being for the principal trades. The methods of teaching are those of the elementary school, with such modifications as are required by the difference in content of the course. To be sure, some teachers succeed better than others in making these modifications.

Discipline is a much more serious matter than in the industrial or commercial continuation schools. On the one hand, most of the boys who are troublesome in the elementary school because of bad conditions at home or lack of ambition find their way into the continuation school for unskilled workers. On the other hand, the school lessons are less interesting, make a less direct appeal to them, are less closely related to their work than is the case with apprentices. Designed to meet the needs of boys in all classes of unskilled occupations, these lessons do not meet the needs of any with such definiteness as characterizes the courses of the industrial continuation schools. Also, differences in ability between the two classes of boys, taking them as a whole, which influence discipline, are very marked. The writer observed more disorder and lack of attention in one class of unskilled workers in Berlin, mostly when the teacher's back was turned, than in the scores of industrial and commercial classes visited in Berlin and other parts of Germany; and the instructor informed me that the boys in a certain other section of the city were much more disorderly than in his school. Though many boys dislike to attend these schools, truancy is infrequent because of the severity of the punishment. A teacher pointed out to me a boy who absented himself one day without excuse. He was notified to report the next Sunday afternoon at the school, to spend three or four hours in making up lost time. He failed to report and was absent the following week. The next Sunday at 6 a. m. a policeman roused him from sleep, took him to the police station till 1 o'clock and then turned him over to the school, where he was kept during the afternoon. There was a note of satisfaction in the teacher's voice as he added, "That boy has not been absent since."

The most important feature of these schools is compulsory attendance for three or four years after the elementary school course is completed. This lengthened period of State responsibility for the education of all its employed youth not only constitutes the basis of all that has been accomplished, but also makes possible large developments and improvements in the future which would be out of the question without the adoption of this principle. Compulsory attendance means much more to the schools for unskilled workers than to industrial continuation schools, for the latter have the encouragement and support of the guilds, and the technical subjects taught in them are essential to success in apprenticeship. No workers' organizations concern themselves about schools for unskilled workers, and the very term "unskilled" implies what has appeared so clearly in the course of study outlined above, that no technical knowledge is necessary. There is every reason to believe that if the compulsory attendance ordinance were repealed the industrial continuation schools would be affected but little, while the schools for unskilled workers would have to be discontinued for want of pupils.

It would be difficult to find anywhere a better coordinated course of study than the one presented above, in which, throughout a wide range of topics, the instruction, the written work, and the arithmetic all focus on the same topic at the same time. Moreover, this course abounds in useful information and practice for the ordinary worker, covering a great variety of the aspects of his life. The teachers are mature men with thorough pedagogical training, and, generally, keen interest in their work. The facilities in every way appear to be quite as good, considering the work to be done, as those of the other continuation schools.

It must be admitted, however, that these schools do not compare in spirit, in interest, in quality of work done, or in benefits derived by the pupils with the industrial continuation schools. No one recognizes this condition more fully than the directors of the continuation schools themselves, one of whom said to me recently that the biggest problem of industrial education in Berlin lies with the 40 per cent who are in the continuation schools for unskilled workers. It may be argued with some justice that the course of study is too narrow and elementary; that it is worked out more with a view to improving industry than of making the largest contribution to the needs of the boy; that the aim is to produce healthy, thrifty, and efficient workmen and citizens without considering whether at the same time happy and contented workmen are produced. However, the problem is quite as much one of bringing the boy to the continuation school age with right attitudes, habits, and interests as it is one of providing him with a suitable course of study after he gets there. Here heredity and home factors enter, over which school authorities have little or no control. But the elementary school also enters as an important factor—a factor which must play a larger part in future consideration of the problem than German educators are yet willing to admit.

It is unfortunate that so many bright, capable boys who might render valuable service to society in skilled industrial, commercial, or even professional pursuits are bound to lives of unskilled labor simply because their parents are poor. To be sure this condition exists in all countries, and none can claim to have made great progress in remedying it. It is to be regretted, however, that the German scheme of industrial education, which is so comprehensive in character and has so many admirable features, should not only fail to provide a remedy, or partial remedy, but should actually close the door of opportunity on these boys. Some day we shall measure the efficiency of an educational system by its success in discovering and conserving ability and placing it where it can reach its highest development and render its largest service as well as by success in developing such ability as comes to the school in the ordinary course of events.

One other feature of these schools for unskilled workers must come in for a word of criticism, namely, the schedule of classes which places 60 per cent of the work after 6 o'clock in the evening. The objections to this are so obvious that it is not necessary to discuss them here. This compromise with employers, who objected to excusing boys during the busy part of the day, will, no doubt, be remedied in time.

II. CONTINUATION SCHOOLS FOR GIRLS AND WOMEN IN BERLIN.

In the many reports published in the United States concerning industrial and commercial education in Germany, comparatively little space has been given to continuation schools for girls. This has been due to the relative unimportance of these schools industrially and commercially as compared with the schools for boys. Recently, however, this condition has been changing rapidly. Munich, in 1914, reorganized her compulsory continuation schools for girls, and adopted new courses of study, in an effort to make as practical provision for girls as for boys, though recognizing that girls will not have the same place in industry as boys. Berlin, in 1913, established a compulsory continuation school system for girls, little less comprehensive, account being taken of the industrial opportunities of girls, than that provided earlier for boys. For some years previous to these dates voluntary continuation schools for girls and women in all parts of Germany had been growing steadily in importance and in enrollment.

The new compulsory continuation schools for girls in Berlin are of sufficient importance to deserve all of this section, but, for the sake of completeness, a brief account of the voluntary schools will be given also.

I. VOLUNTARY CONTINUATION SCHOOLS.

Voluntary continuation schools for girls and women in Berlin have been conducted for a number of years by the city deputation for trade and continuation schools. In addition, schools founded by nonpublic agencies have been carried on either solely or partly for the purpose of meeting the needs of ambitious girls and young women who are able to give only a few hours per week to further education after leaving the day school.

1. SCHOOLS ESTABLISHED BY THE CITY.

(1) VOLUNTARY CONTINUATION INSTITUTIONS FOR BOTH SEXES.

These were established originally for young men, but were opened to women in 1907. They are conducted in buildings used during the day by secondary schools. They are three in number, one in the Friedrichs Gymnasium, one in Bertram Realschule, and one in Dorotheen Städtischen Real Gymnasium. Attendance at these schools does not excuse from attendance at the compulsory continuation schools. Their aim is to offer opportunity for those having completed the equivalent of a middle school course to carry on their education, especially in English, French, and commercial subjects, after entering upon their occupations.

Fees are 1.25 marks per week-hour for each semester; that is, a pupil taking four hours' work per week would pay 5 marks, or $1.25, each semester. All but two classes in the three schools meet from 8 to 9.45 p. m., or from 8 to 10 p. m. One class meets from 5 to 7 p. m., and another meets Sundays from 8 to 10 a. m. Most classes meet twice per week, though in some subjects only one session per week is held.

The curriculum differs but little in these three schools. It consists of German, French, English, commercial arithmetic, drawing, stenography, typewriting, mathematics, bookkeeping, commercial correspondence, and penmanship. The enrollment of women in the three schools for the winter semester 1912–13 was 331 out of a total enrollment of 991.

(2) VOLUNTARY CONTINUATION SCHOOLS FOR GIRLS.

These schools, 12 in all, are conducted in elementary school buildings. Their aim is to strengthen and fill out the training received in the elementary schools.

Fees vary according to subjects taken, from 0.25 to 1 mark per week-hour for a semester. Singing and gymnasium work are free.

Nearly all of the classes meet between 2 p. m. and 9 p. m., though a few have forenoon sessions. In such subjects as tailoring, mending, and drawing the session usually lasts three hours, the class meeting only once each week. German, English, and French classes have two sessions of two hours each per week.

The curriculum is much the same in nine of the schools, consisting of German, citizenship, arithmetic, drawing, bookkeeping, commercial correspondence, commercial geography, French, English, stenography, typewriting, hand needlework, dressmaking, tailoring, ironing, mending, millinery, singing, gymnastics, and writing. Some of the schools do not have all of these subjects but have others, such as commercial arithmetic, machine embroidery, trade drawing for tailoresses, and costume drawing. Two of the remaining schools teach cooking only, and one combines cooking and housekeeping. Most of the cooking classes meet four hours, generally in two periods.

The attendance during the winter semester, 1913, numbered 7,537 in the 12 schools, only 667 of these being in the three cooking schools. Classes are most numerous in tailoring and dressmaking. Typewriting, German, and stenography come next in popularity.

(3) VOLUNTARY CONTINUATION SCHOOLS FOR UNFORTUNATES.

(*a*) *For feeble-minded.*—Continuation schools for feeble-minded meet at a special school for feeble-minded children. No fees are charged. Classes in hand sewing, machine sewing, embroidery and lace making meet two afternoons each week from 3.30 to 5.30. Their work in these subjects is preceded by an hour of gymnastics and followed by a half hour of singing. From 6 to 7 on the same days German is taught and from 7 to 8 arithmetic. Housekeeping is offered twice each week for four hours, either from 9 to 1 or from 3 to 7 o'clock. There were 119 girls in attendance at all the classes for the feeble-minded during the winter semester, 1912–13.

(*b*) *For deaf-mutes.*—Classes for these unfortunates meet three evenings each week, between the hours of 6 and 10 p. m. German, arithmetic, hand needlework, and cooking are taught. No fees are charged. The number of girls in attendance was 22 in the winter semester of 1913.

(*c*) *For the blind.*—The continuation school for the blind is connected with the city institution for the blind. No fees are charged. The work given consists of special instruction in reading and writing with characters for the blind, typewriting, gymnastics, singing, piano, musical theory, hand needlework, and housework. Forty girls were in attendance in the winter of 1912–13.

2. SCHOOLS ESTABLISHED BY NONPUBLIC AGENCIES OFFERING CONTINUATION COURSES FOR GIRLS.

(1) THE INDUSTRIAL AND COMMERCIAL TRAINING INSTITUTION FOR GIRLS AND WOMEN.

This school, conducted for some years by industrial and commercial organizations, was taken over by the city, April 1, 1913. Its work is carried on in an elementary-school building. Full-time day courses, covering 28 to 33 hours of class work per week are offered, for which the fees vary, from 80 to 120 marks per year. Also courses are offered in single subjects and in small groups of subjects, mostly in the evenings. German, English, and hand needlework may be had in the evening for 3 marks per quarter year, and bookkeeping, stenography, art needlework and ironing for 4.50 marks. Drawing, painting, and modeling are offered four hours per week for 11.25 marks. The school is organized into two general departments called the Commercial Preparatory School and the Industrial School, the former being considerably larger than the latter. Nearly a thousand students in all attend this institution, mostly in continuation classes.

(2) VICTORIA CONTINUATION AND TRADE SCHOOL.

This is one of the best known institutions for girls and women in Berlin, owing to the high grade of its work and to the fact that it was formerly under the patronage of the Empress and Queen Victoria, mother of Emperor William II. Full-time day courses, day continuation courses, and evening continuation courses are offered.

Fees in the evening school are from 1 mark to 1.50 marks per month, except for cooking, in which it is 10 marks for the semester. In the day school fees vary from 3 to 12 marks per month, according to the amount and kind of work taken. Free places are provided under certain conditions.

Courses offered in the day school include German, French, English, history, history of literature, history of art, hygiene, physics, citizenship, household bookkeeping, single and double entry bookkeeping, commercial arithmetic, citizenship arithmetic, household arithmetic, commerce and accounts, commercial geography, penmanship, stenography, typewriting, machine sewing, simple needlework, industrial needlework, art embroidery, drawing, millinery, tailoring, mending, cooking, ironing, and hairdressing. Nearly all of these subjects are offered in the evenings also.

The attendance in the winter of 1912–13 was 748, of whom 330 were in evening classes.

(3) THE CONTINUATION SCHOOL OF THE BERLIN HANDWORKERS' ASSOCIATION.

This school, open to both sexes, enrolls about 120 women to 510 men. It offers elementary instruction in German, arithmetic, and penmanship; commercial instruction in bookkeeping, commercial arithmetic, commercial correspondence, French, English, and stenography; and technical instruction in freehand drawing for all callings, ornamental and figure drawing, painting from life, and several lines of trade drawing for men. Special classes in gymnastics and singing are conducted for women.

(4) THE COMMERCIAL SCHOOL AND MERCHANTS' CONTINUATION INSTITUTION FOR GIRLS.

The corporation of the Merchants of Berlin established this school and still maintain it. As indicated by its name, it has a day department, though most of the instruction in this department is given between 3 and 8 o'clock p. m. In the continuation department where the hours are 8 to 10 p. m. it is possible for a student to take as little as two hours of work per week. Fees are higher than in most of the voluntary continuation schools, being 10 marks for two week-hours per semester and 15 marks for four week-hours.

The curriculum includes the principal subjects usually given in a German commercial school—English, French, German, penmanship, stenography, arithmetic, bookkeeping, typewriting, and German correspondence. The most popular subjects are stenography, with 555 pupils; penmanship, with 285 pupils, and typewriting, with 281 pupils. English comes next with 164 pupils and French next with 119 pupils. The total enrollment of the school for the winter semester 1912–13, in day and continuation classes, was 1,293, making this the largest of the nonpublic group of schools.

II. COMPULSORY CONTINUATION SCHOOLS.

While for 10 years the city of Berlin has required all employed boys between the ages of 14 and 18 to attend continuation classes, similar provision for girls was not made until April 1, 1913. The law, modeled after that which established the compulsory continuation schools for boys, provides that: "All female unmarried workers employed in industrial or commercial pursuits within the precincts of the city of Berlin are compelled to attend and take part in the instruction of the established industrial and commercial continuation schools of the municipality of Berlin." This obligation lasts until the close of the school semester in which the pupil completes her seventeenth year. For those pupils failing in this time to complete the requirements of the continuation school, the period of compulsory attendance is extended to completion of the eighteenth year. This law provides exemption for those attending a guild or other continuation school in so far as the work done in this school is recognized by the authorities as equivalent to that of the compulsory continuation school; for those who have completed a nine-year course of study in a higher school; for those suffering from too great physical or mental deficiencies for them to attend the special schools for unfortunates; and for foreigners living in the city.

The law prescribes that the instruction shall include occupation information, life information, arithmetic, bookkeeping, drawing, and housekeeping. It provides that the number of hours of instruction shall not exceed six per week and that they shall be between 7 a. m. and 7 p. m. Special schools may be established and special courses worked out for such girls as are incapable of doing the work of the regular continuation schools.

The employer is obliged to excuse girls from work in time to wash and dress properly to appear in class, and the duty of watching over their attendance also rests upon him. If a girl is prevented from attending continuation class on account of sickness, her employer must send a statement to this effect to the school the next time she goes. If she is absent from work more than a week, the employer must notify the director of the school at the end of the first week and again when she returns to work. If an employer for some particular reason (as, for example, on account of special sale) wishes a girl excused from a single period of attendance at the school, he must send such request to the director of the school before the time he wishes her excused, stating the reason for his request. A parent or guardian may not keep a daughter or ward from attendance at the continuation school. Persons violating any of the above regulations are subject to a fine of 20 marks ($5) for each offense.

No fees are required of girls attending these continuation schools.

ADMINISTRATION OF THESE SCHOOLS.

The compulsory continuation schools for girls are placed under the same management as those for boys—the city deputation for trade and continuation schools. The same division of the city into 10 continuation school districts has been adopted. At present the schools are conducted in elementary school buildings, in many cases in the same buildings where voluntary continuation schools have been meeting for several years and where they still carry on their work.

During the year beginning with Easter, 1914, the second year after the law went into effect, seven types of compulsory continuation schools for girls were in operation—for unskilled workers, for feather and artificial flower workers, for bookkeepers, clerks, and copyists, for milliners, for tailoresses, for sales girls, and for seamstresses. A school for unskilled workers was opened in each of the 10 districts.

None of the special lines of work is given in more than four districts, and there is a single school for each of the following groups of workers: Feather and artificial flower workers, milliners, and sales girls.

CURRICULA OF THE DIFFERENT TYPES OF SCHOOLS.

At least one-fourth of the instruction in every compulsory continuation school for girls in Berlin relates to housekeeping. The work includes plain sewing, mending, dressmaking, ironing, cooking, and study of foods. In the schools for unskilled workers the time given to this work amounts to one-half the entire time. The remaining three-fourths or one-half of the time is divided between what is called "occupation information" and "life information," and subjects relating to the occupation. This can be seen best by referring to the curricula of the schools for unskilled workers, sales girls, and seamstresses, as given below. It should be noted, however, as will appear more clearly later, that the "occupation information" differs materially in the different types of schools, depending on the occupations in which the girls are engaged.

CURRICULUM OF SCHOOL FOR UNSKILLED WORKERS.

Semester.	I.	II.	III.	IV.	V.	VI.	Total.
Occupation information[1]	[2] 2	2	2	2			160
Life information[1]					2	2	80
Arithmetic and household bookkeeping	1	1	1	1	1	1	120
Housekeeping:							
Plain sewing and mending	1½	1½	1½	1½			120
Dressmaking, making over, washing, and ironing	1½	1½	1½	1½			120
Cooking and study of foods					3	3	120
Total hours	6	6	6	6	6	6	720

CURRICULUM OF SCHOOL FOR SALES GIRLS.

Occupation information[1]	1½	1½	1½	1½	1½		150
Life occupation[1]					1½	1½	60
Arithmetic and bookkeeping	1½	1½	1½	1½	1½	1½	180
"Wares" and economic geography		1½	1½	1½	1½		120
Writing	1½						30
Housekeeping:							
Plain sewing and mending	1½	1½					60
Dressmaking and ironing			1½	1½			60
Cooking and study of foods						3	60
Total hours	6	6	6	6	6	6	720

CURRICULUM OF SCHOOL FOR SEAMSTRESSES.

Occupation information[1]	2	2	2	2			160
Life information[1]					2	2	80
Arithmetic and bookkeeping	1	1	1	1	1	1	120
Trade drawing	1½	1½	1½	1½	3		180
Housekeeping:							
Plain sewing and mending	1½	1½					60
Dressmaking and ironing			1½	1½			60
Cooking and study of foods						3	60
Total hours	6	6	6	6	6	6	720

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[1] With German and written exercises.

[2] Figures in the first six columns indicate hours per week and in the seventh column hours for the entire course of 6 semesters.

COURSES OF STUDY FOR UNSKILLED WORKERS.

The occupation information given in these schools is similar in many respects to that given in the schools for unskilled boys, discussed in Section I. The following topics are considered:

The industrial worker in the continuation school.

The industrial worker at her place of work—choice of work, seeking a position (use of the newspaper, oral and written applications, assistance of teachers, references, recommendations), discharge of the worker (work book, laws governing discharge and strikes, regulations providing for adjustment of differences), relations to fellow workers and to foremen.

The young worker in her occupation—organization of the occupation, the placing of the worker, the worker on the machine (care in handling the machine, safety appliances, the factory fire brigade, first aid), hygiene of work (lighting, heating, ventilation, work clothing, the wash room, rest and recreation).

The young worker in a shop or store position.

The girl as packer and bundle wrapper.

The girl in the shipping room—sending by special delivery, by post, by railway freight, by water.

The girl and her wages—kinds of wages, wage computation, savings banks, receipts, industrial tribunal, reasonable spending of wages, wage deductions for insurance against sickness, accident, and invalidity.

The girl's employer—the meaning of capital for business, forms of business.

Life information includes the following:

The girl as daughter—the family as the foundation of morality and welfare, care of the parents in maintaining and supplying the home, parental authority, duties of children, duty of self-maintenance, inheritances and wills, guardianship.

The girl as future housewife—betrothal, marriage, marriage dowry, the place of the wife in industrial life, the wife in places of honor (as guardian, in care of orphans, in community welfare work), the wife as companion of her husband, and as preserver and increaser of his property.

The girl as future mother—education of the child, institutions for care and education of small children, the child in school, authority of the state, the son becomes soldier, universal conscription, authority of the empire.

What the wife should know about matters of health—air, water, care of skin, clothing, the house, care for a comfortable home, activity and recreation, care of flowers, meaning of housework, dangers to health from outside influences (weather changes, tuberculosis, children's diseases, alcohol, corsets, tobacco, accidents), care of the sick, care of infants.

Instruction in German composition related to occupation information and life information parallel these courses throughout. Girls write brief compositions on such subjects as "Also housework is worthy work," "Work makes life sweet," "Speak the truth," "In danger remain calm and self-possessed," "Our first-aid cabinet," "Modern lighting," "Uses of good air," "Health is wealth," "What regulations should I observe as a patient," "Junges Blut, Spar dein Gut," "Berlin institutions for care of the aged," "Paper factories," "What one should do in case of the death of a relative," "Care for a comfortable home," "How do I guard against taking cold," "What a good housewife is worth." They are taught, also, letter writing, filling out the blanks of the work book, addressing packages, making out orders, bills of lading, money orders, receipts, and other papers common in business.

Instruction in arithmetic, carried along with the other subjects and closely related to them, deals with advertising for a job, clothing, laundry, division and grouping of work, exercises on machine work and handwork, value of the machinery of a workshop with allowance for additions and wear of machines, problems derived from lighting, heating, and ventilating, from hauling, packing, and shipping; in calculating wages, savings, insurance, and other wage deductions, and costs of food supply and other household items. This is followed by a half year of household bookkeeping.

Housekeeping instruction is divided into three parts: Plain sewing and mending; dressmaking, making over, washing and ironing; and cooking and study of foods.

Plain sewing and mending includes both machine and hand work. The girls are taught how to make an apron and a simple underskirt, and how to darn cotton and woolen stockings. This is followed by making underwear and nightgowns, infants' clothing, and men's shirts, and mending by hand and on the sewing machine.

The dressmaking includes simple tailoring. Among other things, the girls are taught to make a child's jacket out of a man's coat, and to use up pieces and remnants of goods in various ways.

Cooking and study of foods includes discussion of the most important foods in relation to kind, origin, food value, quality and price, preserving, and practical exercises in preparing simple meals with special regard for the value of "left overs." The dishes are adapted to different seasons of the year.

COURSES OF STUDY FOR SALES GIRLS.

Occupation information for this group of young workers differs from that provided for girls in unskilled occupations in almost all topics except personal hygiene and even differs in some respects in this. Omitting some of the details the course as outlined by the deputation for trade and continuation schools follows:

Entrance into industrial life—choice of occupation, meaning of the occupation of sales girl.

The new community of interests with workers—the continuation school—working papers, apprentice agreements, business regulations, duties toward the owner of the business (regard for his interests, honesty, punctuality, orderliness, avoidance of disputes, and of private business), personal hygiene, use of leisure time for physical training, walks, play, recreation, and amusement.

Receiving and sending out goods—the store and its arrangement, storage of goods, unpacking, arranging, shipping, insuring, paying customs duties.

Selling—easy cases: Greeting the customer, asking what he wishes, directing him, laying out the goods, giving the price, closing the sale, cutting, weighing, or counting the goods, recording the sale, making change, dismissing the customer. Difficult cases: Attitude toward customers who wish only to look at goods, serving customers who are undecided and hard to please, serving several customers in a group, timely summoning of expert help when the sale threatens to miscarry, attitude toward a customer to whom a sale is not made, exchanging goods, attitude toward just and unjust complaints. Tact in selling: Duty of uniform politeness without regard to the position of the customer or the value of the article wanted, handling different kinds of customers according to age, position, and appearance, attitude of sales girls who are not busy toward each other and toward the busy sales girl and her customer. The sales girl as adviser to her customer: Value of thorough knowledge of the goods, knowledge of current correct taste and styles, skill in showing goods to the best advantage, interesting the customer in goods not asked for, sketching desired articles quickly with a pencil, warning against false statements. Settlement for the purchase: By payment of money or by check or by other means. Correct statements concerning the purchase: Without trial, on trial, with privilege of exchange, etc. The girls are put through practical exercises which illustrate the theoretical lessons in selling outlined above.

Decorating display windows—purpose of display windows, means for tasteful decoration of windows (skillful grouping of objects, tasteful arrangement of colors, correct lines, ornamentation, lighting).

The legal position of the sales girl.

The economic meaning of retailing and wholesaling.

Life information for sales girls is divided into two parts: The sales girl in community life and the sales girl in home and family relations. The latter is treated much the same as in the classes for unskilled girls. The former includes such topics as the value of her calling; duties of the sales girl to herself, to society, and to her employer; provisions of the community and of the State for care of workers in her occupation, in sickness, in case of accident, and in old age.

The work in German composition for sales girls is less general in character, and bears more directly on their occupation than is possible with the unskilled workers. It includes letter writing, especially necessary communications to the employing firm, written descriptions of the various steps involved in selling goods, and similar topics in addition to filling out blanks and writing on some of the more practical topics used in the course for unskilled workers.

In arithmetic attention is given to the four fundamental operations with integers and fractions in relation to selling, rapid calculations, reckoning personal receipts and expenditures, tables of weights and measures, exercises in connection with the care of health, and with shipping goods, percentage, rents, discounts, etc. This is followed by double-entry bookkeeping and household bookkeeping.

Information concerning wares or goods includes qualities, distinguishing marks, faults, and adulterations of wares under consideration; raw material related to their production; production of the wares; uses of wares. A rather careful study is made of textiles, industrial art wares, and food supplies. In each class of sales girls, that one of these three principal groups of wares is considered which directly concerns the pupils.

Economic geography occupies 30 hours of instruction. Sources of supply, places of distribution, and routes of shipment are considered. Berlin as a center of production and distribution is studied. The economic relations of Germany, countries with which she trades, and the German colonies are discussed. However, these matters are considered only as far as necessary for a general comprehension of their economic relations.

Instruction in writing also occupies 30 hours. The aim is to increase both speed and legibility in writing and in the making of figures. Pen and pencil are both used in this work.

Housekeeping instruction for sales girls covers practically the same ground as for girls in the unskilled occupations, but in one-half the time, and therefore less thoroughly.

COURSES OF STUDY FOR OTHER TYPES OF CONTINUATION SCHOOLS.

It is not necessary to take up each type of school and examine its courses of study in detail. For each type, courses have been worked out which present the proper subject matter in some such manner as in the school for sales girls. Girls in the plain-sewing industry give particular attention to study of raw materials from which textiles are made, and of different methods of making cloth; to study of finished goods and their uses; and to study of the various processes involved in plain sewing. Trade drawing also is an important feature of the curriculum for these girls. This consists of line drawing, ornamental drawing, designs, drawing of embroidery and lace patterns, of plaits, collars, sleeves, and trimmings; drawing of garments from models, measuring and pattern drawing for women's underwear and kimonas; measuring and pattern drawing for men's nightshirts, overshirts, collars, and cuffs.

Girls in the schools for bookkeepers, clerks, and copyists focus attention on the many blank forms that must be used, on German composition, on commercial arithmetic, and on bookkeeping. Those in the feather and artificial-flower industry, in addition to a careful study of the technic of their trade, give 150 hours, nearly one-fourth of the entire time, to very practical work in trade drawing. In a similar way the schools for milliners and for dressmakers and tailoresses, while possessing common elements in housekeeping, in hygiene, and in life information with the other schools, are quite distinctive in reality as well as in name in the greater part of their instruction.

The law establishing compulsory continuation schools for girls in Berlin provided that no girls who had reached the fourteenth year prior to October 1, 1912, should be required to attend. When the schools opened April 1, 1913, there were in attendance, therefore, no girls older than 14½ years, unless they attended voluntarily. This means that the schools will not be fully established and reach their full attendance till the fourth year of their operation—1916–17. The attendance during the first year totaled 6,292, distributed as follows: In mercantile occupations, 2,798; in clothing industries, 1,115; in other skilled industries, 489; in unskilled occupations, 1,890; total, 6,292. During the same year the total attendance at the compulsory continuation schools for boys, which had been in full operation for several years, was 36,037.

In an earlier chapter it was noted that the compulsory continuation schools for unskilled boys in Berlin reach practically all boys 14 to 18 years old who are not attending higher schools or continuation schools for skilled workers. It can not be said that the girls' schools will be as successful in reaching the girls of these ages. The reason is that these schools are only for employed children. A large number of girls in this age group are at home, without other employment than helping their mothers with housework, and are thus exempt from compulsory attendance. That the number is considerable is indicated by the comparison of the attendance figures for the girls' and boys' schools, as given above. In this connection it should also be taken into account that a much larger number of boys than of girls are free from the compulsory attendance requirement because they are in the higher schools and voluntary continuation schools. It is unfortunate that this considerable number who remain at home without employment should escape the excellent training of these schools.

Another factor which will tend to keep the number of girls in compulsory continuation schools smaller than the number of boys is the provision that when a girl marries she is exempt from further compulsory attendance. A considerable number marry before reaching 18 years of age.

Girls engaged in unskilled occupations obtain in continuation schools a more valuable training than boys in unskilled occupations. The former are required to attend 6 hours per week, the latter only 4 hours. Half of the work for unskilled girls relates directly to housekeeping, with such subjects as sewing, dressmaking, remodeling, ironing, cooking, and study of foods, which are vitally related to the daily lives of girls and women. There is no such common interest of vital importance for unskilled boys around which to center any considerable amount of instruction; or, at any rate, the Berlin continuation schools for boys do not recognize such interest. Citizenship does not have the same appeal to the Berlin boy that dress and housekeeping have to the Berlin girls.

It was to be expected that the Berlin authorities, having made continuation school attendance compulsory for boys, would soon find that the voluntary plan for girls was inadequate. The voluntary continuation schools for girls in Berlin have rendered excellent service, and will continue to hold an important place in the educational scheme of the city; but after years of successful operation the total annual enrollment, including many adult women as well as girls of all ages over 14 years, is 10,792. In a single year the compulsory schools gathered in 6,292 14-year-old employed girls. When the plan is in full operation these schools will undoubtedly furnish instruction to more than twice as many as were in the voluntary schools in 1912-13; and all of these will be under 18½ years of age, while very many of the former were older. Berlin has found that voluntary continuation schools, like voluntary elementary schools, fail to reach effectively the majority of those who most need their help.

III. THE TRAINING OF INDUSTRIAL CONTINUATION SCHOOL TEACHERS IN PRUSSIA.

Every American student of vocational education in Germany has noted the difficulty experienced by the authorities in obtaining suitable teachers of industrial subjects. The difficulty has been more serious in the part-time or industrial continuation schools, attended a few hours per week by apprentices, than in the full-time higher grade industrial schools. The greater part of continuation school teachers have come from the corps of teachers in the elementary schools. Care has been exercised to choose, as far as possible, men who show natural aptitude for the work to be done, and who have made some preparation in the subject by attendance upon special technical or drawing courses in the higher industrial schools, like the Handwerkerschulen or Tischlerschule of Berlin, or by work out of school hours in commercial shops. They are men who are willing to teach from two to six hours per week in the continuation schools after completion of the elementary school day for the additional income which this extra work affords, or who are still more willing to be transferred to full-time work in the continuation schools, where the annual salary is 600 marks ($150) larger than in the elementary schools. It should be remembered that these men have gone through an extended course of training in preparation for elementary teaching. The standard of such training is completion of an elementary school course, three years in a preparatory school, and three years in a teachers' training school. Then follow a year of military service and two or three years of assistant teaching before the second or final examination for full entrance into the teaching profession can be taken.

The other source of teachers for the schools in question has been the industries themselves. Those who have come from this source have been, for the most part, master workmen with teaching ability who were willing to take a few hours per week from their shops to serve as teachers of apprentices attending the continuation schools, or who have given up the practice of their trades altogether in order to devote their entire time to teaching this work.

The proportion of professional trachers to practical men in the corps of industrial continuation school teachers of Prussia has always been large. On December 1, 1912, there were 13,161 of the former and 3,015 of the latter. This does not take account of commercial continuation schools, of continuation schools for unskilled workers, or for girls, or of the schools maintained by guilds. By far the larger part of the above number are part-time teachers, giving not to exceed six hours per week of instruction, the men from the industries teaching only trade subjects, including drawing, and the professional teachers having charge of all the general subjects and a considerable part of the trade subjects. Among the teachers giving their full time to industrial continuation school work the proportion of practical men is much larger. There were 242 of these to 460 professional teachers in 1912. Prior to April 1, 1914, the full-time teachers were drawn chiefly from those who had first served in part-time work.

From the first the management of industrial schools, which is lodged in a department of the ministry of commerce and industry, has recognized that this method of selecting teachers was temporary, to be continued only till a more satisfactory plan could be worked out and put into operation. Most of the professional teachers lacked the technical and practical knowledge and the familiarity with the daily shop environment and conditions to make their teaching of greatest value to apprentices. On the other hand the practical men lacked pedagogical knowledge, and often failed to achieve desired results because of unwise methods. Many of them also were deficient on the theoretical side of their trade.

To remedy these defects short full-time courses, given usually in the summer, were established in different parts of Prussia. These courses were primarily for those already appointed to continuation school positions, and have been attended principally by these; though a few, also, who are seeking appointment attend.

This arrangement was a decided improvement, particularly in case of the practical men. Moreover, it seemed to embody all that could reasonably be required of part-time teachers, who at most would give only a few hours a week to continuation school teaching while continuing their regular work in Volksschule or shop the rest of the time. However, for Hauptamtlichelehrer, whose entire time was to be devoted to industrial continuation school teaching, more thorough and systematic preparation seemed desirable and justifiable. Furthermore, it was deemed wise to reduce gradually the part-time teaching, which in 1912 was two-thirds of the whole, and increase the full-time teaching.

In September, 1912, the ministry of commerce and industry announced that a Seminar Kursus, or teachers' training course, of one year's duration would be opened the following Easter in the Industrial Art School of Charlottenburg. The purpose of the course would be the preparation of full-time teachers for the industrial continuation schools. At first the course would be limited to three principal groups of trades, namely, the metal-working trades—machine making, instrument making, plumbing, and sheet metal working; the building trades—house construction, interior finishing, roof construction, and cabinet making; and certain industries in which ornament and design are prominent, as painting and interior decorating, bookbinding, and printing, and lithography. The announcement stated further that the entrance examination would be partly written and partly oral, and that both general knowledge and practical ability of candidate would be tested. Three classes of candidates would be admitted to the examination: (1) Artisans possessing a good general education and satisfactory practical experience, covering at least three years in the trade which they aspired to teach. Preference would be given to those who were already teaching part time in continuation schools. (2) Elementary teachers who had passed the second examination, who had made themselves familiar with the technic and trade drawing of an important branch of industry, and, as far as possible, who had already had experience as part-time teachers in the industrial continuation schools. Those would be given preference who could furnish evidence of having had industrial experience. (3) Others possessing, in the judgment of the examining committee, qualifications equivalent to the above. Those candidates would be exempt from the practical part of the examination who had spent at least two years in one of the recognized Prussian middle (full-time) industrial schools, or the same length of time studying in an industrial art school a trade belonging to any of the three groups mentioned above. Teacher candidates would be exempt from the general examination; also other candidates who could present evidence of completion of a 9-year school course. The age limits of candidates would be 24 to 35 years.

This announcement aroused keen interest, especially among men already engaged in part-time continuation-school teaching, and 299 candidates presented themselves for the entrance examination to the new course. Four-fifths of these were artisans. Statistics showed that only 90 full-time teachers were needed in Prussia each year for the continuation schools of the three groups of trades which this course was to serve. It was decided to fill 30 of these places by promoting the best of the part-time teachers, thus encouraging efficiency among this important group of continuation-school workers. This left 60 places to be filled by graduates of the one-year course and 299 candidates for entrance to the course. It was necessary to eliminate five-sixths of the candidates, and thus avoid training men for positions which they could not hope to obtain. The sifting process is interesting. Among the candidates were found 18 practical men and 3 teachers whose qualifications exempted them from examination. Fifty were eliminated who did not measure up to the previously announced requirements. A large number of others were eliminated because their applications showed important mistakes in German grammar and composition, or whose submitted drawings were unsatisfactory. The number of teachers was now reduced to 31, but the practical men were still so numerous that the committee arbitrarily selected 36 whose general qualifications, judged by experience, applications, and drawings, were the best. This left 67 candidates to take the examination for the 37 remaining places in the training course. Fifteen places were won by practical men and 24 by teachers. No doubt the result was determined in some measure by the policy of the management to keep the number of teachers and practical men about equal in the course.

The general examination of the men from the trades (teachers were not required to take this) consisted of three parts: (1) An essay on "Experiences and Observations from the Life of an Apprentice," for which three hours were allowed; (2) a test in arithmetic, largely in the applications of percentage; and (3) oral questions concerning the candidate's education, trade activities, experience in part-time teaching in continuation schools, birthplace, place of employment, personal interests and reading, and historical and scientific facts which should be common knowledge. The practical tests differed according to the trades which the men aspired to teach, the principal part of the test consisting in each case of making as carefully and accurately as possible a working drawing of some project connected with the trade. The oral part of this test was technical in character, but not difficult. For example, candidates for the builders' class were asked to explain how to make the different kinds of roof joints, and how simple arches, window openings, and doorways are constructed in building a brick wall.

The training course opened after the Easter vacation, 1913, with a faculty of 20 members, most of whom give only part time to this institution. Five of the number are directors of industrial continuation schools, two are lawyers, three are engineers, three painters and graphic artists, three master workmen, and the remainder are selected continuation-school teachers.

The curriculum is divided into four parts or groups of subjects. The first part consists of pedagogical and general subjects, which must be taken irrespective of the trade the student is preparing to teach. However, certain subjects are required of the practical men and not of the teachers, and vice versa, as will be noted later. The following subjects are included in the first group: The purpose and meaning of industrial education, continuation-school methods, practice teaching, elementary psychology and ethics, arithmetic, German, bookkeeping, projective drawing, and citizenship. About 20 hours per week out of a total of 32 are devoted to this part of the course. The second group of subjects is for those who are preparing to teach the metal-working trades, and comprises technology of iron, machine drawing, study of machines, plumbing drawing and theory, sheet-metal drawing and theory, drawing methods, and trade knowledge or information, such as sources of materials, cost of materials, etc., for machine builders. The third group is for those preparing for the building trades, and includes theory and drawing for builders and interior finishers, theory and drawing for cabinetmakers, theory and drawing of roof construction, methods in drawing, and trade information for builders and interior finishers. The fourth group of subjects is for the ornamental industries, and includes drawing methods, drawing from objects, lettering, painting, trade theory, and such special subjects as bookbinding and printing, with appropriate drawing.

From one-fourth to one-third of the student's time is occupied with drawing, almost all of which is closely related to the trade he expects to teach.

The course is arranged differently for the two classes of students, the practical men giving more time to pedagogy and the professional teachers more time to technical subjects and drawing. For example, the practical men have three semester hours of psychology and ethics, while these subjects are omitted from the program of the teachers, since they studied them in preparation for elementary teaching. The practical men must take 7 semester hours of practice teaching, 2 the first semester and 5 the second, while this work is reduced to 5 semester hours for the teachers. In addition the practical men take 6 hours of observation work per week for one-fourth year. On the other hand, the teachers alone have projective drawing and in the metal industry group technical study of iron.

The practice teaching is, of course, done in an industrial continuation school under the direction of the professor of pedagogy in the seminar course. Classes are divided into groups of 15 for this work. The first few hours are spent in observation and the rest in actual teaching after carefully prepared lesson plans. The criticisms of the professor follow, with questions and discussions.

Moreover, much attention is given to methods in each of the subjects taught. The aim is to give the student practical methods of presenting his subject, as well as to review him and strengthen him in the subject matter, the assumption being that he already has considerable knowledge of the subject matter. This was quite marked in two trade drawing classes visited, one of them taught by the director of the school.

Extensive use is made of *Lehrmittel,* or teaching materials, such as parts of machines, fine mechanical and optical instruments, plumbing supplies and fixtures, ornamental iron work, models of buildings and parts of buildings, etc., most of which serve as models for trade drawing, as well as for illustrative material. The institution, young as it is, already has a good collection of *Lehrmittel* and is constantly adding to its collection.

That this youngest of Prussian educational institutions is considered a permanent and important feature of the educational system is shown by the plans for its development. There will be added at the beginning of the next school year, Easter, 1915, two other groups of industries to the three already included in the course. The first of these, *Nahrungsmittelgewerbe,* includes the trades which have to do with the preparation and service of foods—bakers, butchers, cooks, waiters, etc. The second, *Bekleidungsgewerbe,* includes the two principal clothing industries, those of the tailor and shoemaker. This will, of course, necessitate increasing the number of students in attendance by whatever number of teachers are needed each year in these groups of trades.

It is proposed to extend the course to two years and thus make of it a seminar or training school, instead of continuing it as a training course. The experience of the first year has convinced those in charge that one year is entirely too short a time for the proper training of either the professional teachers or the practical men. One year's training might suffice if the former were to teach only arithmetic, German, and citizenship, and the latter only drawing and trade theory and practice. It has been accepted, however, as one of the fixed principles of continuation school instruction in Prussia that a full-time teacher in these schools should teach all subjects to each class of boys placed in his charge. It is maintained that in this way the subjects are correlated, the training as a whole given unity, and the teacher made to feel responsibility for the success of his pupils to a degree impossible of attainment when the class is taught by two or three teachers. This requires, however, that the teacher shall be thoroughly trained; hence the necessity for expanding the course.

It is proposed also to start in the near future short courses at this institution for the further training of part-time teachers. Such courses, as has been pointed out, have been given for some years in different parts of Prussia, attended mostly by those already teaching in part-time positions. This training school, with its able faculty, its special equipment and definite pedagogical aims, should, say the authorities, become the principal place for such work.

It is the ambition of Prof. Hecker, who has charge of this new institution, to make this the center of the industrial continuation-school activities in Prussia. He proposes the erection of a specially designed group of buildings to house a *Kunstgewerbeschule*, or industrial art school; a *Gewerbeschule*, or industrial school, offering full-time courses in a variety of trades; a *Gewerbliche Fortbildungsschule*, or industrial continuation school, with courses in all of the principal trades, and this seminar, with its course expanded to two years. Prof. Hecker expressed confidence that such a group of buildings will be constructed within a few years. The seminar would thus have immediately at hand the best of facilities for practice teaching and observation work. Opportunity would also be provided for more extensive study of trade technic and drawing on the part of students who showed weakness along these lines. Prof. Hecker hopes also to develop the present collection of teaching materials (*Lehrmittel*) into a State continuation-school museum and library, where may be found all kinds of models, materials, and publications of use to the continuation-school teacher.

It must be admitted that at present the scope of this institution is quite limited in comparison with the possibilities of teacher training in the continuation-school field. It does not attempt to provide for the training of teachers for boys' commercial continuation schools, which enroll nearly half as many pupils as the industrial, or for the schools for unskilled workers, which in Berlin are attended by 40 per cent of the total number in continuation schools, or for the girls' commercial, trade, or homemaking continuation schools, which have hardly begun to find a place in German educational organization. It trains only industrial continuation-school teachers. Nor does it train all of these. It confines its attention to full-time teachers, leaving to accident or to short-course temporary schools organized here and there the training of that large group of part-time teachers who do two-thirds of the work in these schools. Moreover, it concerns itself only with the three most important groups of industries—the metal working, building, and ornamental trades—which employ the majority of skilled workers. Finally, it trains only about two-thirds of the teachers appointed each year in the schools teaching these groups of trades, the remaining third being promoted from part-time positions.

However, the significant fact remains that a perfectly definite and highly important step has been taken in the direction of providing adequate training for continuation-school teachers, and this where the need was greatest. The rest will undoubtedly follow, including first, some such development of this school as outlined above, and later, provision in other schools for the training of teachers for boys' commercial and general, and for girls' commercial, trade, and homemaking continuation schools.

IV. DUAL CONTROL IN INDUSTRIAL EDUCATION IN PRUSSIA.

In the discussion of dual versus unit control in connection with vocational education in the United States much has been said concerning the efficiency of the dual system in European countries, particularly in Germany, and some of the strongest advocates of dual control are men who base their position on investigation of industrial education in the German States. While the American problem differs in essential features from that of Germany, owing to markedly different social and industrial conditions, there can be no doubt that the German system offers many suggestions of value to this country and that it deserves careful study. Such study must be discriminating, however. It must not assume that the dual character of the German system is essential to its success, and least of all that, because part of a successful system there, it should be adopted here. Nor is it sufficient to consider the dual system in relation only to the efficiency of vocational education. Its effect on education as a whole, especially its elementary stages, must not be overlooked.

It seems, therefore, worth while to make a more careful examination than has yet been made of dual control in one of the German States. Prussia is selected because of its importance in the Empire and also because it furnishes the best example of dual control.

In Prussia the ministry of commerce and industry is charged with responsibility for technical, commercial, and industrial education for both sexes with the exception of that carried on in institutions of college and university grade. Under the direction of this ministry are (1) many kinds of full-time middle technical, trade, and commercial schools such as builders' schools, cabinetmakers' schools, machinery schools, merchants' schools, and industrial art schools; (2) voluntary continuation schools, both industrial and commercial, meeting evenings and Sundays and attended chiefly by adult workers; and (3) all kinds of compulsory continuation schools, including industrial, commercial, and general schools for boys, and industrial, commercial, and homemaking schools for girls. The continuation schools were added to this list some thirty years ago when it was decided to make them more industrial in character. Within the last two years there has been a further development of the system. A Prussian seminar or normal school, for training teachers for the industrial continuation schools, has been established by the ministry for commerce and industry. It seems probable that schools for training teachers for other types of continuation schools will follow.

It is obvious, therefore, that Prussia has not one but two systems of education under different departments of the Government. One system has charge of all children up to 14 years of age, or till such time as the elementary course is completed, and such others as continue their general education to a later age. The other system concerns itself only with such as go into industry or commerce at 14 years of age or devote themselves to special training for technical or commercial pursuits. Not only are these two systems of education under different ministries or Government departments, but they are organized locally in each city under different authorities. In the case of vocational education much care is taken to obtain the cooperation of local industrial and commercial interests in the management of the schools.

Dual control has been in effect so long in Prussia that there is little disposition to question its wisdom. If an American raises the question, he is met by arguments that have a familiar sound to those who have followed the vocational education movement in this country. In this way, and in this way only, it is claimed, can the industrial schools be made and kept practical. If placed under the same management as the elementary schools, they become academic, and the very purpose for which they were established is defeated. In fact, it is pointed out, the continuation schools were taken away from the ministry in charge of education and placed under the ministry for commerce and industry, because the former failed to adjust them to the needs of the boys in attendance. Moreover, changes are constantly taking place in industry. The ministry of commerce and industry is sensitive to these changes, and is therefore in better position to adjust the training of its youthful workers to them. Again, the management of the regular schools, from the State ministry down to the local officer or board, is handicapped by decades, and even centuries, of educational tradition, while the present management of industrial and commercial schools is entirely free from this handicap. The men in charge have not been thinking in the grooves of educational tradition; they are therefore freer to determine what industry and commerce need through these special schools, and they are more ready to provide it. Finally, the policy of dual control places the industrial and commercial schools in charge of men who have a definite problem. Vocational education could not receive as thorough consideration from officials concerned with all the various problems of educational administration as from a board and executive officer whose sole business it is to look after vocational education, particularly if the latter are in close touch with industry and the former are not.

In practice there is a considerable degree of cooperation between the two systems. Many of the administrative and executive officers of the industrial education system were drawn from the general education system. Elementary school buildings and equipment are used extensively for continuation school classes. Most important of all, the great majority of continuation school teachers come from the elementary schools. In 1912, of the 16,176 industrial continuation school teachers in Prussia, 13,161 had received the pedagogical training of elementary teachers and were then serving in the elementary schools, teaching in the continuation schools only from two to six hours per week in addition to their regular work, or had served in elementary schools and had been taken over for full-time work in the continuation schools. This cooperation does not affect the middle technical schools, however. To be sure, it is a one-sided cooperation, the continuation schools receiving much more benefit from it than the elementary schools, as will appear more clearly later; but it is important that the relation is one of cooperation rather than opposition. There appears to be no feeling on the part of the authorities of either system that the other is receiving more than its share of financial support.

That the Prussian plan of organization has resulted in the development of an efficient system of vocational education, especially in the larger cities, can not be questioned. Granting that there are certain weaknesses, one must readily admit that in completeness of organization to care for the vocational needs of her boys and girls and in the thorough and practical character of vocational instruction given, Prussia with her dual system has gone much farther than any other State or country, except some of her sister States of the German Empire.

However, in considering the question of dual control in Prussia, it should be borne in mind that her industrial and commercial schools, both the continuation schools and the full-time middle schools, are intended for those who have already entered definite occupations or trades in industry or commerce. In the continuation school, instruction, largely of a technical character, merely supplements the training of the workshop or store in trades or in unskilled work already chosen. The middle schools are for those who have worked two or three years at a skilled trade and are able to devote all their time for from one to five semesters to further training in that trade or its engineering aspects. Prussia does not have schools like the *écoles professionelles* of Paris, or like some institutions in the United States, which take the place or seek to take the place of apprenticeship.

It should be remembered, also, that nearly all the boys and girls in the elementary schools leave school and begin work at the age of 14 years. The only day schools open to them, were they able and disposed to continue their education, are the schools that prepare for teaching, which limit attendance to the needs of the profession.

It must not be forgotten, moreover, that the problem of dual control presents different aspects in case of the middle technical and voluntary continuation schools from those presented in the compulsory continuation schools. The former are more remote than the latter from the elementary schools. Such of their pupils as enter with an elementary training—as most of them do—have been out of school two or more years, except as they have attended continuation schools while employed as apprentices. On the other hand, pupils in the continuation schools have come directly from the elementary schools. It is obvious that separate control is more logical in the former case than in the latter. In fact, such control was originated for the middle technical schools and was later extended to include the compulsory continuation schools.

One effect of dual control in Prussia has been to hinder adjustment of the elementary school to present-day needs through introduction of industrial arts and appeal to vocational interest. It has already been noted that a large proportion of teachers in continuation schools come from the elementary schools. Most of these give only a few hours per week to continuation-school teaching, continuing their regular work as elementary teachers. Naturally these would carry back to their daily work in the classroom something of the methods, the interests, and even of the content of the vocational schools. This has little opportunity to function, however, as will appear more clearly later. On the other hand, 460 of the 702 teachers in Prussia who give their entire time to continuation-school work, have been drawn from the elementary schools, and nearly 50 are added to the list each year in the metal and building trades alone. These are attracted to the continuation schools by the larger salaries and the practical character of the work. It is probable that the increase in salary, amounting to about 600 marks per year, is the stronger attraction; but it is the elementary teacher who has shown the keenest interest and greatest ability in part-time vocational teaching in the continuation schools who is chosen for full-time work, with this substantial increase in salary. In most cases he has given many nonteaching hours to study of trade technic or drawing in a middle technical school or to actual trade experience in a commercial shop. The elementary schools thus lose each year to the vocational schools, which is the same as to another system, many of their most ambitious teachers, those who are most willing to make sacrifices in order to fit themselves for better positions. What is still more important, the loss is in teachers to whom the industrial element and vocational interest in education make the strongest appeal. This in part accounts for the failure of Prussian elementary schools to make use of these important factors in geography, language work, arithmetic, history, and other subjects—a failure which has been noted by

American students of German elementary education. Prussian elementary-school teachers do not, with rare exceptions, believe in things industrial or vocational in the elementary school; this is the place for the "fundamentals" of education, with a traditional definition of "fundamentals." This attitude may be accounted for, in some measure, by the fact that the men who do believe in introducing the industrial element in elementary education and are best qualified to do it are annually removed to the vocational system. It may be argued that these men would be drawn off to the vocational schools just the same under unit control, but they would then remain in the same educational system and their separation from elementary education could not be so complete.

However, it is of much more serious consequence in keeping the industrial element and vocational interest out of the elementary school that, because of the dual system, the management of elementary schools is cut off from contact with the problems of vocational education. From the State minister in charge of education down to the humblest local official, it is understood that vocational education belongs to another department of the Government. The usual school authorities are not expected to concern themselves about it. It is noteworthy that even manual training, which American educators still measure more in educational than in vocational values, is taught in very few Prussian elementary schools, and where taught at all is elective as an additional subject to the required course, has meager equipment, and is taken by very few pupils. For example, in Berlin this subject is not taught. In Steglitz, an important suburb of Berlin, one of the large elementary schools equipped for manual training had only two boys taking this subject at the time the school was visited. True, sewing, darning, mending, and similar handwork for girls have had a place in the curriculum, but their teaching has had little industrial significance. As pointed out above, little attempt is made to vitalize the usual school subjects by introduction of the industrial element or appeal to vocational interest. School administrative and executive officials are not expected to concern themselves with this phase of education. If they were obliged to face day after day the task of training 14 to 18 year old boys and girls for the positions they fill or hope to fill in commerce and industry, they would probably feel more keenly the value of the industrial element in elementary education.

Still another aspect of this absence from the elementary school of the industrial element and appeal to vocational interest deserves consideration, namely, its effect on the boy's preparation for industry and the continuation school. Prussian teachers take the stand that the elementary school as now conducted, with its thorough training in religion, reading, writing, arithmetic, geography, history, nature study, and drawing affords the best preparation that can be given up to the age of 14 years, no matter what the boy's occupation is to be, unless he is going into one of the professions. The German teacher emphasizes the principles of his subjects rather than their applications. On the other hand, in the continuation school and industry emphasis is entirely on the applications. When the boy reaches the age of 14 years, work of one character is broken off abruptly and work of a distinctly different character is taken up in a school which has very different aims and is under an entirely different management. At the same time the boy is thrown into the busy world of industry or commerce and compelled to make new adjustments there. The much-discussed gap between the American elementary and high schools is not so great as that which the Prussian boy of 14 faces as he leaves the elementary school. To be sure, one purpose of the continuation school is to bridge this gap between school and industry, but it is built on the industry side and reaches only halfway across. It is worth noting that the one city in Germany which has done significant work in putting real life into the elementary school is Munich, the largest city in the Empire where unit control is in effect.

It should also be observed that the dual system apparently discourages the development of a wise plan of vocational guidance. In the United States consideration of vocational education quickly led to the conclusion that boys and girls need assistance other than that usually afforded by parents in choosing the vocation they will enter, as well as training for efficiency after the choice has been made. To be sure, this movement is comparatively new, and there is much discussion as to the measure of responsibility to be taken in the matter by the parent, by the school, by the State, and by industrial and commercial organizations. Nevertheless, the need of a rational plan has become obvious, however responsibility may be shared; and the conviction is growing that the elementary school must be so organized and conducted as to be the prime factor in this plan. Prussia, with her comprehensive and efficient system of vocational schools in operation for years,[1] has done little in the way of vocational guidance. What is done is chiefly in the hands of guilds, chambers of industry, and other industrial or commercial organizations, which look at the problem from the point of view of industry and commerce rather than from that of the boy's needs. In Berlin not even this organized effort at vocational guidance exists, though the need is recognized. The old German custom of a son taking up the occupation of his father has broken down under modern industrial and social conditions, the rapid development of the factory system being in large measure responsible for this. Choice of occupation must be made by the great majority of boys, or by their parents for them, before the age of 14 years is reached. They can not expect help in this important matter from the industrial or commercial continuation schools, for these have nothing to do with the boy till he has entered upon his apprenticeship.

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[1] The period varies with different cities; in Berlin compulsory continuation schools for boys have been maintained since 1905, and for girls since 1913.

If the perplexed parent turns to the elementary school, he finds that his boy has had nothing there to help him discover his aptitudes or to give him information concerning the different industrial and commercial activities of his community. Directors of schools report that the parent sometimes asks advice of the teacher, but as a rule the teacher has had slight contact with industrial activities, and has had opportunity only to observe the boy in school work of an academic character. At best he can advise the parent only as to the general qualities of mind and temperament which have marked the boy's work along nonindustrial lines. The administrative authorities of elementary schools, as has been noted, have no occasion to consider, are not expected to consider, questions pertaining to vocations; the fundamentals of elementary education constitute their problem. This important matter fails to receive consideration through division of responsibility between two independent educational authorities.

The advantages claimed for the dual system in Prussia have been suggested in an earlier part of this chapter. There can be no question that both the industrial continuation schools and middle technical schools are practical. Their work is closely related to the industries in which their pupils are engaged. The organization is simple and reasonably flexible. Cooperation of employers and workers in the industries has been secured. The officials know what is going on in industry and show no hesitancy in adjusting the work of these schools to changing conditions and processes in industry. Given a definite task, they are performing it well. The same can be said, though a little less emphatically, concerning the commercial continuation schools, and part of it can be said concerning the continuation schools for unskilled workers.

Undoubtedly these conditions, or most of them, are essential to the success of any system of industrial education. However, two questions naturally arise: (1) "Are the advantages limited to the dual system?" and (2) "Are the disadvantages discussed above inherent in the dual system?" In considering these questions it must be remembered that the German elementary school system dates back to the Reformation and has centuries of tradition behind it; that its administrative and executive personnel changes very slowly; that industrial education in Prussia is supplementary to trade experience and not preliminary to it, and that the situation is different in case of the middle technical schools, which receive a relatively small number of pupils after two or three years of trade experience, than it is in case of the continuation schools, which receive all, or practically all, pupils when they leave the elementary schools.

Yet none of these conditions, nor all of them, seem to make necessary a separate school system. The regular school system of Prussia, supported jointly by the State and community, was organized for the service of society. Indeed it had its origin, as has all education, in the desire to fit the youth for his work as an adult. In other words, it was originally vocational in purpose.

Possibly it would have taken longer to develop through existing educational organization the different industrial and commercial schools of various types that have grown up under the dual system, but it could have been done if the same energy and intelligence had been focused on the educational organization that were centered on building up the new system.

Dual control sets apart the elementary school from industry, and emphasizes the academic character of its work in the minds of teachers, pupils, school authorities, and parents alike. It tends in this way to justify itself and to make itself appear the more necessary by widening the gap between elementary education and industrial life—the gap which industrial education seeks to bridge. This condition also makes it impossible for the elementary school to take its proper place either in the preparation of the boy for industry or in a rational plan of vocational guidance, for both depend on a different kind of elementary school than exists in Prussia to-day—an elementary school in which the industrial element and vocational interest have found a place.

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

1906.

*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1908.

*No. 5. Education in Formosa. Julean H. Arnold. 10 cts.
*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907–8.

1909.

*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
No. 2. Admission of Chinese students to American colleges. John Fryer.
*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
No. 5. Statistics of public, society, and school libraries in 1908.
*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
No. 7. Index to the Reports of the Commissioner of Education, 1867–1907.
*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
*No. 9. Bibliography of education for 1908–9. 10 cts.
No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908–9. 5 cts.

1910.

*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
No. 2. State school systems: III. Legislation and judicial decisions relating to public education. Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
*No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

1911.

*No. 1. Bibliography of science teaching. 5 cts.
*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
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No. 9. Mathematics in the technological schools of collegiate grade in the United States.
*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910–11.

1912.

*No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
*No. 3. Report of committee on uniform records and reports. 5 cts.
*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.

*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
*No. 6. Agricultural education in secondary schools. 10 cts.
*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
*No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12. 10 cts.]
*No. 9. Country schools for city boys. William S. Myers. 10 cts.
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*No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
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No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
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No. 30. Latin-American universities and special schools. Edgar E. Brandon.

1913.

No. 1. Monthly record of current educational publications, January, 1913.
*No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
*No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
*No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
No. 5. Monthly record of current educational publications, February, 1913.
*No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
*No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
*No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
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*No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
*No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cts.
No. 15. Monthly record of current educational publications, May, 1913.
*No. 16. Bibliography of medical inspection and health supervision. 15 cts.
*No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
No. 19. German industrial education and its lessons for the United States. Holmes Beckwith.
*No. 20. Illiteracy in the United States. 10 cts.
No. 21. Monthly record of current educational publications, June, 1913.
*No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
*No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
*No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
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*No. 30. Education in the South. 10 cts.
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*No. 38. Economy of time in education. 10 cts.
No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hailmann.
*No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
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*No. 46. Educational directory, 1913. 15 cts.
*No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
*No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
*No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann. 10 cts.
*No. 51. Education of the immigrant. 10 cts.

*No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
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No. 54. Consular reports on industrial education in Germany.
No. 55. Legislation and judicial decisions relating to education, Oct. 1, 1909, to Oct. 1, 1912. James C. Boykin and William R. Hood.
No. 58. Educational system of rural Denmark. Harold W. Foght.
No. 59. Bibliography of education for 1910–11.
No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912–13.

1914.

*No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
No. 2. Compulsory school attendance.
*No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
No. 4. The school and the start in life. Meyer Bloomfield.
No. 5. The folk high schools of Denmark. L. L. Friend.
No. 6. Kindergartens in the United States.
No. 7. Monthly record of current educational publications, March, 1914.
*No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson. 15 cts.
No. 9. Monthly record of current educational publications, April, 1914.
No. 10. Physical growth and school progress. B. T. Baldwin.
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*No. 12. Rural schoolhouses and grounds. F. B. Dresslar. 50 cts.
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States. Royal B. Farnum.
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No. 16. The tangible rewards of teaching. James C. Boykin and Roberta King.
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No. 21. Monthly record of current educational publications, September, 1914.
No. 22. The Danish folk high schools. H. W. Foght.
No. 23. Some trade schools in Europe. Frank L. Glynn.
No. 24. Danish elementary rural schools. H. W. Foght.
No. 25. Important features in rural school improvement. W. T. Hodges.
No. 26. Monthly record of current educational publications, October, 1914.
*No. 27. Agricultural teaching. 15 cts.
No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.
No. 29. The kindergarten in benevolent institutions.
*No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Monahan, 25 cts.
*No. 31. Report on the work of the Bureau of Education for the natives of Alaska. 25 cts.
No. 32. Bibliography of the relation of secondary schools to higher education. R. L. Walkley.
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No. 34. Library instruction in universities, colleges, and normal schools. Henry R. Evans.
No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd.
*No. 36. Education for the home—Part I. General statement. B. R. Andrews. 10 cts.
*No. 37. Education for the home—Part II. State legislation, schools, agencies. B. R. Andrews. 30 cts.
No. 38. Education for the home—Part III. Colleges and universities. B. R. Andrews.
No. 39. Education for the home—Part IV. Bibliography, list of schools. B. R. Andrews.
No. 40. Care of the health of boys in Girard College, Philadelphia, Pa.
No. 41. Monthly record of current educational publications, November, 1914.
No. 42. Monthly record of current educational publications, December, 1914.
No. 43. Educational directory, 1914–15.
No. 44. County-unit organization for the administration of rural schools. A. C. Monahan.
No. 45. Curricula in mathematics. J. C. Brown.
No. 46. School savings banks. Mrs. Sara L. Oberholtzer.
No. 47. City training schools for teachers. Frank A. Manny.
No. 48. The educational museum of the St. Louis public schools. C. G. Rathman.
No. 49. Efficiency and preparation of rural-school teachers. H. W. Foght.
No. 50. Statistics of State universities and State colleges.

1915.

No. 1. Cooking in the vocational school. Iris P. O'Leary.
No. 2. Monthly record of current educational publications, January, 1915.
No. 3. Monthly record of current educational publications, February, 1915.

No. 4. The health of school children. W. H. Heck.
No. 5. Organization of State departments of education. A. C. Monahan.
No. 6. A study of colleges and high schools.
No. 7. Accredited secondary schools in the United States. Samuel P. Capen.
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No. 9. Monthly record of current educational publications, March, 1915.
No. 10. Monthly record of current educational publications, April, 1915.
No. 11. A statistical study of the public-school systems of the southern Appalachian Mountains. Norman Frost.
No. 12. History of public-school education in Alabama. Stephen B. Weeks.
No. 13. The schoolhouse as the polling place. E. J. Ward.
No. 14. Monthly record of current educational publications, May, 1915.
No. 15. Monthly record of current educational publications. Index, Feb., 1914–Jan., 1915.
No. 16. Monthly record of current educational publications, June, 1915.
No. 17. Civic education in elementary schools as illustrated in Indianapolis. A. W. Dunn.
No. 18. Legal education in Great Britain. H. S. Richards.
No. 19. Statistics of agricultural, manual training, and industrial schools, 1913–14.
No. 20. The rural school system of Minnesota. H. W. Foght.
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